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ABSTRACT

Data were collected, analyzed, and synthesized that would document counselor perceptions of community linkages in career education. The study purpose was to determine if counselors are aware of linkages, feel a need for them, and are forming and using them within their current role. A Counselor Perceptions Survey was developed to assess perceptions of awareness, need, and responsibility for community linkages. Respondents, consisting of 256 secondary school members of the American School Counselor Association, represented 49 states, excluding Utah. It was concluded that (1) counselors have not taken sufficient steps to interface outside the school with the business/labor/industry community; (2) they are not greatly familiar with the work of community-based organizations and have indicated a lack of responsibility for maintaining an in-school clearinghouse of community resources; (3) they lack sufficient knowledge about the use of vocational information computer systems as a counseling tool; (4) counselor perceptions of awareness of community linkages are affected by the school setting; (5) their perceptions of need for community linkages are affected by student socioeconomic states, student racial composition, and student body sexual composition; and (6) their perceptions of community linkages are influenced by the strength of their schools' vocational preparation programs. (The instrument and data tables are appended.) (YLB)

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An Analysis and Synthesis of the Perceptions of Selected Secondary School Counselors of the American School Counselor Association Regarding Community Linkages in Career Education

(Contract Number 83-2819)

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Temple University
Department of Vocational Education
Philadelphia, Pennsylvania

September, 1983

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit
for Vocational Education

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AN ANALYSIS AND SYNTHESIS OF THE PERCEPTIONS OF SELECTED SECONDARY SCHOOL COUNSELORS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION REGARDING COMMUNITY LINKAGES IN CAREER EDUCATION

Temple University, 1983

Hilda Bressler Minkoff Dissertation (Ed.D.)

Purpose

The official United States Office of Education policy lists counseling personnel as one of five populations responsible for career education efforts. It calls for counselors to serve with other educational personnel as liaisons between school and community and to also implement career education concepts within the home and family structure. Further, counselors should help students in career development and in implementation of career decisions (Hoyt, 1977). In addition, many leaders in the field of career education and counseling have expounded on the need for counselors to take leadership in coordinating career education efforts, rather than taking total responsibility. Instead, counselors should collaborate with the community in forming and utilizing linkages in career education. Recent legislation continues to call for this counselor involvement.

In spite of a decade of books, monographs, articles and research, no studies have focused on counselor perceptions about community linkages in career education/career guidance. This study was therefore conceived to collect, analyze and synthesize data that would document counselor perceptions of community linkages in order to determine if counselors are aware of them, feel a need for them and are forming and utilizing them within their current role.

Procedure

In order to collect needed data, a Counselor Perceptions Survey (CPS) was developed by submitting a pool of questions to a panel of experts. These experts are part of a group of leaders who have written extensively about the need for community linkages in career education which would benefit society, the youth of our country, the counseling profession and the success of the career education movement.

The CPS is a three-scale instrument designed to assess counselor perceptions of Awareness, Need and Responsibility for community linkages in career education. A four-point Likert scale is used for respondent reaction to ten questions which elicit perceptions on Awareness and Need, and to twenty questions which elicit perceptions on Responsibility. Awareness and Responsibility are measured by Never/Seldom/Sometimes/Often responses, while Need is measured by Very Unnecessary/Unnecessary/Necessary/Very Necessary responses. The questions represent necessary components of career education: (1) self and career awareness, (2) planning and placement, and (3) indirect services: staff development, information for parents, consultation with teachers and students. The CPS also contains a section on demographic information pertaining to counselors, student body and school. These data, along with the survey responses, were subjected to parametric tests in order to answer the research questions. The research questions were concerned with counselor perceptions of awareness, need and responsibility regarding community linkages in career education, and with the effect of counselor, student body and school variables upon counselor perceptions.

Research Questions

The research questions examined in this study are the following:

1. Are secondary school counselors aware of existing linkages with the community in support of career education?

2. Do counselors feel that community linkages are needed for career education?

3. Are counselors taking responsibility for forming or utilizing community linkages in career education?

4. Does sex of counselor affect counselor perceptions regarding community linkages in career education?

5. Does age of counselor affect counselor perceptions regarding community linkages in career education?

6. Does geographical region or school setting affect counselor perceptions regarding community linkages in career education?

7. Does recency of training affect counselor perceptions regarding community linkages in career education?

8. Do student body variables such as socioeconomic status, race, sex, or post high school plans affect counselor perceptions regarding community linkages in career education?

9. Does the strength of the vocational education program in the secondary school affect counselor perceptions regarding community linkages in career education?

The CPS was mailed to 484 secondary high school members of the American School Counselor Association (ASCA). Of these, 264 were returned of which 256 were usable. The returns represented forty-nine of the fifty states; Utah was not represented. They generally reflected the numbers of ASCA members in the states. For example, New York and Pennsylvania, two of the top three states by membership were represented by eighteen surveys each, and the smallest membership states of Wyoming and Hawaii by one survey each. The returns, by region, were Northeast, 61; Southeast, 45; South Central, 26; North Central, 79; Western, 23; and Pacific Slope, 26.

The CPS data were subjected to item-scale correlation and coefficient alpha analyses in order to determine the reliability of the instrument. All but two of the item-scale correlations were significant at the .01 level of significance (see Table 3.1, Appendix C). The two exceptions were Items 7 and 10 of the Awareness scale. These concerned awareness of the use of the vocational information computer system as a means of helping students in post-high school planning, and awareness of ASCA's efforts to sensitize counselors to the importance of school-work linkages. All three scales were significantly related to the others at the .05 level of significance or better (see page 42). The alpha correlation coefficients for the Awareness, Need, and Responsibility scales were .74, .79 and .88 respectively.

Results

To evaluate the effect of the independent counselor, school and student body variables on counselor perceptions on Awareness, Need and Responsibility scales, as shown by the responses to the CPS, various parametric tests were used to compare mean scores. The various analyses resulted in the following findings:

1. Counselors scored significantly lower than the chance mean scale score of 25 on perceptions of awareness of community linkages in career education (See page 45)

2. Counselors scored significantly higher than the chance mean scale score on perceptions of need for community linkages in career education (See page 45).

3. Counselors scored significantly higher than the chance mean scale score on perceptions of responsibility for community linkages in career education (See page 46)

4. There was no statistically significant difference between perceptions of female and male counselors as measured by the scale scores on the Awareness, Need and Responsibility scales of the CPS. Within each scale, however, there was a statistically significant difference for two Awareness items (Items 7, 9), three Need items (Items 2 4, 6,) and two Responsibility items (Items 1, 13). (See Table 4.3, page 47).

5. There were no statistically significant differences between the mean scale scores on the Awareness, Need and Responsibility scales for the five counselor age groups.

6. There were no statistically significant differences between the mean scale scores on the Awareness, Need and Responsibility scales for the six geographical category groups.

7. There were no statistically significant differences between the counselor mean scale scores on the Need and Responsibility scales for the three school setting groups of rural, urban and suburban.

8. There was a statistically significant difference between the counselor mean scale scores on the Awareness scale for the three school setting groups of rural, urban and suburban (See page 49).

9. There were no statistically significant differences between mean scale scores on Awareness, Need and Responsibility scales for the five groups representing years of training as a counselor.

10. There were no statistically significant differences between mean scale scores on the Awareness and Responsibility scales for the five SES groups or three racial composition groups.

11. There was a statistically significant linear trend in the mean scale scores on the Need scale for the five SES groups (See page 51).

12. There were statistically significant differences between mean total scores on the Need scale for the three racial composition groups (See page 52).

13. There were no statistically significant differences between mean total scores on the Awareness, Need and Responsibility scales for the three post-high school activity groups.

14. There was a statistically significant linear trend in the mean scale scores on the Awareness, and Responsibility scales and a significant nonlinear trend in the mean scale scores on the Need scale for the four strength of vocational program groups (See pp. 54-56).

15. There were no statistically significant relationships between mean scale scores on the Awareness or Responsibility scales and the percentage of male students in a school.

16. There was a statistically significant relationship (Table 4.8) between the mean scale score on the Need scale and the percentage of male students in a school (See page 57).

Conclusions

Although much remains to be done, this study has given counselors a chance to document that while they are more aware of some community linkages than others, they nevertheless see a strong need for these linkages regardless of their sex, age or period of training. Also shown is that their current role is one in which they are responsible for forming and utilizing community linkages for the benefit of all their students although some Need variations are caused by SES, sex, and ethnic background. There must be improvement of perceptions of Need related to SES, sex and race. Counselors must become cognizant of different attitudes based on student characteristics, and work to correct these.

It is concluded that:

1. Counselors have not taken sufficient steps to interface outside of the school with the business/labor/industry community, and have been reticent about inviting representatives of labor into the school setting to participate in career days. (Finding 1)

2. Counselors are not greatly familiar with the work of coomunity based organizations. They have indicated lack of responsibility for maintaining an in-school clearingouse of community resources which can help students bridge the gap between school and work or in maintaining a card-file of community personnel willing to open worksites as resources for field trip, shadowing and other career exploration activities of students. (Findings 1,3)

3. Counselors lack sufficient knowledge about the use of vocational information computer systems as a tool for counseling with students and parents to improve career decision-making. (Findings 1,3)

4. Counselor perceptions of awareness of community linkages in career education are affected by school setting, especially the rural setting (Finding 8).

5. Counselor perceptions of need for community linkages is affected by socioeconomic status of students, with less need expressed for the higher income groups (Finding 10).

6. Counselor perceptions of need for community linkages in career education is influenced by student racial composition, with less need expressed for the black segregated groups and more need for the desegregated groups (Finding 12).

7. Counselor perceptions of need for community linkages in career education are influenced by sexual composition of student body, the more male students in a school, the less the need (Finding 16).

8. Counselor perceptions of community linkages in career education are influenced by the strength of the vocational preparation program in their schools (Finding 14).

Recommendations

1. Counselors should make an added effort to interface with the business/labor/industry community and to invite representatives of labor unions into their schools to participate in career days. This will make it easier to develop more opportunities in the community for shadowing and other career exploration activities.

2. Counselors should urge their administrators or career education coordinators to offer staff development to increase their understanding of goals and objectives of community based organizations involved in career education efforts. This will make available added resources for forming linkages with the community, and will provide information needed for an in-school clearinghouse of activities.

3. Counselors should use their increased knowledge of community resources to conduct or help conduct staff in-service to inform staff of relevant career guidance efforts, and thereby benefit other educators as well.

4. Counselors should urge their administrators to provide them with vocational information computer systems to help in the career counseling of students and parents. They should approach suppliers about the possibility of loaning equipment, and write necessary proposals.

5. Counselors should communicate with local and state career education coordinators in order to advise them of their interest in serving on career education advisory councils.

6. Counselors in rural settings should use simulation techniques in order to offer their students opportunities for career exploration activities. This may involve bringing equipment and workers into the

school in a collaborative effort. Counselors themselves need more experience when in the rural setting in order to become more aware of linkages in career education. Perhaps they should form consortiums with other schools aimed at this activity.

7. Counselors should make equal efforts related to community linkages for all socioeconomic classes of students. All students, rich or poor, will become productive members of society either immediately after high school or after post-high school education. It is imperative that they all be exposed to the world of work, regardless of family earnings.

8. Counselors should perceive equal need for community linkages in career education for all racial combinations. Need is not less of a priority because a school is all black or all white. This may require special human relations training and counselors must seek this out through their administrators.

9. Counselors must also be involved in sex equity staff development in order to overcome any existing bias against male students which limits their perception of need for community linkages in career education.

10. Counselors in schools with weak vocational programs must take added steps to become more aware of community linkages in career education. This will, hopefully, have an effect on their perceptions of need for linkages, and an influence on their feelings of responsibility for forming and utilizing these linkages. As a result, it may promote the strengthening of the vocational program in their schools. Counselors must be proactive in endeavors to improve the status of

vocational education where the need exists in order to better serve the entire student populations in their schools.

Recommendations for Further Research

1. Research should be conducted to determine counselor perceptions of community linkages in career education in elementary, middle, and junior high schools in order to determine the attitudes of counselors at all levels of education.

2. Schools with strong vocational programs should be used to conduct counselor research in order to discover what counselors are doing in those settings which makes them more perceptive and active in community linkages in career education. These strengths should be communicated to other counselors as an incentive for emulation.

3. Research should be conducted using the CPS with a sample of counselors who do not belong to ASCA in order to determine any differences between the populations.

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AN ANALYSIS AND SYNTHESIS OF THE PERCEPTIONS OF SELECTED SECONDARY SCHOOL COUNSELORS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION REGARDING COMMUNITY LINKAGES IN CAREER EDUCATION

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Accepted by the Graduate Board of Temple University in partial fulfillment of the requirements for the degree of Doctor of Education.

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Hilda Bressler Minkoff

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Chapter I

INTRODUCTION

An Overview

The official United States Office of Education policy on Career Education lists counseling personnel as one of the five populations responsible for career education efforts. It includes in its role definition the need to help classroom teachers in implementing career education, and to serve with other educational personnel as liaisons between school and community. The policy also states that counselors should serve in implementing career education concepts within the home and family structure, while helping students in career development and implementation of career decisions. Counselors are urged to participate in part-time and full-time job placement programs and to follow-up former students (Hoyt, 1977).

Policy, however, is not a mandate. Therefore, counselors can decide to look upon career education and career guidance as a forced-choice, but not as a no-choice priority (Pinson, 1980). This attitude, then, may contribute to counselor noninvolvement and the ensuing tendency among educators and community populations to point critically to lack of counselor involvement in vocational development and career education efforts. The community's negative feelings may be based on experience with counselors who are doing little or nothing as career education participants. Some educational experts feel, however, that across the nation there are many counselors who are taking part in the important effort of preparing youth for entry into the world of work in relation to both vocational education and career education (Hoyt, 1977; Marland, 1974). A survey of counselors may find this to be true, but it may also discover that counselors do not consider their efforts "career education." It then becomes important to determine what counselors are doing and what they label these services related to career education.

In 1968 the National Advisory Council on Vocational Education stated that counselors were not keeping up with the latest developments in the educational system and with career development opportunities requiring less than a baccalaureate degree. Henry Borow, in the Fourth American Vocational Association Yearbook (1974), noted that the tendency of working autonomously restricted counselors from the opportunity of working with nonschool guidance agencies. Further, he pointed out it was common to find counselors out of touch with community resources.

Thomas Hohenshil (1974), vocational guidance educator, noted that vocational educators criticized counselors for lack of interest in advisory councils at local, state, and national levels and called for improved involvement. As the result of this study, he suggested that perhaps counseling administrators were to blame for not providing leadership due to their own lack of vocational interest.

Norman C. Gysbers (1979), Professor of Educational and Counseling Psychology at the University of Missouri, and recent vice-president of the Guidance Division of the American Vocational Association, suggested that "teachers and administrators must see themselves as being involved in the overall career guidance programs rather than thinking it was all up to counselors" (p. 19). At the same time, he felt that counselors should function as coordinators, assuming a central role in the programs of career education. In addition, he postulated that the career guidance team should also include parents and personnel from business, industry and labor, working together to provide career guidance.

Hundreds of articles and monographs have been published since 1970 concerning business/industry/education interaction in order to implement successfully career education. They point out that where such collaboration exists through community linkage implementation, career education delivery has been more successful (Hensley, 1977).

Necessary to collaboration through community linkages are the following three factors: (1) cooperation by business/labor/industry/professional/government community for inservice education of educators to help them better understand paid employment and to serve as resource persons in classrooms, offering worksites for career awareness, career exploration and work experiences; (2) community agencies and organizations already actively involved in helping youth in career exploration and career decision-making; and (3) the home/family structure (Hoyt, 1977).

The Problem

The earliest advocates of career education felt that implementation of career education was not only the province of the educational system but also that of community linkages. Lack of these linkages created conditions of isolationism in the delivery of career education, thus leading to many of the problems now faced by youth and adults in preparing themselves for work (Hoyt, 1978).

To improve upon this situation the Career Education Incentive Act, PL 95-207 (1978-1983), called for the interaction between career guidance and career education if students are to be served effectively. This means that counselors must combine their career education efforts with those of teachers and the community in order to aid national goals of productivity through employment of youth. Hoyt (1980) emphasizes that counselors should take the responsibility for forming linkages between school and community which can help in the career education effort.

In addressing the Board of Directors of the American Personnel and Guidance Association in March, 1980, Hoyt noted that both the Congress, youth, and adults have been more supportive of the "counseling function" than of counselors as "functionaries." and that needs assessments placed the highest importance on the career guidance role of the counselor. As a possible solution, he challenged counselors to become activists in seeking linkages with those community organizations interested in meeting career guidance needs of persons. These organizations recognized that many counselors are unable to meet the career guidance needs by themselves. They have offered to form partnerships with the educational system and counselors within that system in order to provide resources otherwise not available. Effective partnerships should cause these organizations to become strong advocates for counselors at local, state and national levels in addition to giving important and needed help. In order to utilize linkages already begun with these organizations, counselors need to become more active in career education and collaborate rather than compete. Among these organizations are the National Alliance of Business, General Electric, Boy Scouts, Girl Scouts, Junior Achievement, Junior League and others. But Hoyt (1982) noted that community groups should maximize input of alternatives available for choice without replacing the professional counselor in the crucial role of decision-making specialist.

A further means to involve counselors, students and the private sector is the aim of an amendment to the Vocational Education Act, HR 4974, the Vocational Guidance Act of 1981. It proposes that six percent of all funds appropriated for state vocational programs be set aside for guidance and counseling services in order to strengthen vocational counseling programs in local schools (middle and high schools) and in adult education programs and community colleges. This act was introduced on November 13, 1981, in order to be included in current reauthorization language (Pinson, 1981). Renumbered S2599, The Vocational Guidance Act of 1982 was introduced in the Senate on May 27, 1982, by Senator Stafford (R-VT) and referred to the Senate Human Resources Committee (Rogers, 1982).

HR 4974 was first introduced by Representatives Dale E. Kildee (D-MI) and William F. Goodling (R-PA). According to Kildee, "Research findings show that students who receive vocational counseling do better in vocational education courses, are more apt to successfully complete their training and are more often successfully placed in jobs" (p. 2). Goodling added that he recognized "the need for a link among the nation's schools and business and the labor market. The federal role in this area must be defined more clearly so that objectives and outcomes can be more specifically described" ("Voc. Ed. Bill Introduced," 1981, p. 2).

The foregoing seems to indicate that counselors are not seen as putting forth enough efforts in vocational guidance and career education in spite of federal policy that looks upon them as one of five populations responsible for career education. Linkages between school and community are seen as crucial for successful preparation of students to become productive members of society. Recent legislation continues to call for counselor involvement and leadership in coordinating interaction between education and the community in forming and utilizing linkages.

The Purpose

No studies have focused on counselor perceptions about community linkages in career education/career guidance. The purpose of this study is to collect, analyze and synthesize data which will document the perceptions of selected secondary school counselors of the American School Counselor Association regarding community linkages in career education. A secondary purpose is to determine what counselors are doing related to forming and utilizing linkages in career education/career guidance.

In his monograph on refining the concept of collaboration in career education, Hoyt (1978) stated that the career education concept was invented by community organizations, not by educational systems. The systems now have to decide to what extent they wish to join with these organizations in a joint effort to provide the kinds of skills called for by career education. But, he feels the systems and their counselors should join in this collaborative effort in order to return to the broader community some of the responsibility for preparing students with needed skills.

A series of seminars held during 1976-1977 throughout Maine discussed results of a survey conducted by Ryan and Sutton (1978) at the University of Maine. Parents, business, labor and community agency representatives were involved in order to analyze results regarding implementation, revision and continuation of local career education efforts and to determine perceived priorities. Those attending wanted to take part in linkages for developing school-community programs and did not feel counselors should take total responsibility or leadership. Also, they felt that other staff and community representatives should help to develop comprehensive career planning if it were to succeed.

Wood (1976) in a study of New Jersey's public high schools found that although student enrollment or geographic location did not form a basis for career guidance practices, educational and community need for career guidance services affected the implementation and scope of these services.

Herr (1979) stated that, "Obviously, what school counselors do is ultimately shaped by the characteristics of the local school district in which they are employed . . . . The vagaries of geographic diversity provide school counselors with differently organized realities" (p. 30). He added that the role of counselors working in wealthy suburbs cannot be expected to be the same as those of counselors employed in poverty stricken inner cities.

The Need For The Study

In an article written about school counselors as interpreters for and of the community, Pinson (1980) noted the paucity of studies that separate the effects of any providers, including counselors, upon criterion measures. She pointed to a 1977 comprehensive review of career education research by Herr which found that data that can both document and clarify counselor contributions to collaborative efforts and therefore possibly contribute to their continuance, are notable by their absence.

Pinson (1980), former legislative chairperson of the National Vocational Guidance Association agreed that counselors need be given a chance to document the social as well as student outcomes associated with counselors' presence or absence in the schools. She felt that information needed to be transmitted to the public in order to gain community recognition and support. But, counselors must also be asked whether they will adopt a policy of commitment to the collaboration aspects of career education through assumption of responsibility and expansion of their role.

Holcomb and O'Toole (1982) suggested that what is needed to motivate counselors are "methods that emphasize attitudinal change" and are "based on a natural expansion of the counselor's role." They feel that "even though some counselors still hold biased views . . . if given a general model from which to work, they already possess the knowledge and skills to implement a program that will deal with the problem of attitude change and serve as a solid basis for career education programming" (p. 16). In a search of the literature during the past three years, Holcomb and O'Toole were unable to discover how many schools use career education and its extent, suggesting a lack of evidence that career education has been as widely adopted as some believe.

Herr, in a conversation with the researcher in October, 1981, suggested that it is important that counselors be asked what they are actually doing related to career education and guidance, for they may be doing a great deal but not calling it career education. This study will attempt to resolve the unanswered questions while asking counselors for their perceptions regarding community linkages in career education.

Research Questions

The research questions examined in this study are the following:

1. Are secondary school counselors aware of existing linkages with the community in support of career education?

2. Do counselors feel that community linkages are needed for career education?

3. Are counselors taking responsibility for forming or utilizing community linkages in career education?

4. Does sex of counselor affect counselor perceptions regarding community linkages in career education?

5. Does age of counselor affect counselor perceptions regarding community linkages in career education?

6. Does geographical region or school setting affect counselor perceptions regarding community linkages in career education?

7. Does recency of training affect counselor perceptions regarding community linkages in career education?

8. Do student body variables such as socioeconomic status, race, sex, or post high school plans affect counselor perceptions regarding community linkages in career education?

9. Does the strength of the vocational education program in the secondary school affect counselor perceptions regarding community linkages in career education?

Definition of Terms

For the purpose of this study the following definitions will apply:

Comprehensive high school - A term defined by Webster (1973) as synonymous with high school, offering academic and vocational subjects to students in grades 10, 11, and 12, and sometimes grade 9.

Community - The business/labor/industry/professional/government community, community services and church organizations, and the home/family structure (Hoyt, 1977).

Community Linkages - Link is defined by Webster (1973) as "anything that connects" and linkage as "a series or system of links." For the purpose of this study community linkage is defined as connections between education and the broader community.

Collaboration - A concept used in career education which implies that action and policy formulation responsibilities are to be assumed by noneducators as well as by educators in implementing career education. It also "implies that career education is a community problem and not simply a problem for the education system" (Hoyt, 1977, p. 13).

Career Education - "An effort aimed at refocusing American education and the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful part of living . . . An effort to be threaded through all instructional programs at all levels of education . . ." (Hoyt, 1977, pp. 5; 7).

Career Development - "A developmental process expanding over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life-style . . . career awareness, career exploration, career decision-making, career planning and preparation, career establishment, career maintenance and career decline" (Hoyt, 1977, p. 11).

Career Guidance - A set of services devised and operated for assisting the person in career development process such as those designed to provide a more positive self-concept, to increase self-understanding and understanding of educational and occupational opportunities available to persons, to assist the individual in the career decision-making process and to implement decisions they have made (Hoyt, 1977, p. 11).

Secondary School Counselor - According to ASCA's definition secondary counselors focus on developmental concerns of adolescents such as identity, career choice and planning, and social relationships; provide information systems; conduct assessment of student characteristics for use in course selection, post-high school planning and career choices; and provide remedial interventions or alternative programs for those students showing in-school adjustment problems, vocational immaturity or general negative attitudes toward personal growth. Regular and professional membership in ASCA requires that counselors be engaged in school counseling or related activities at least 50 percent of the time.

Vocational Education - "A body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society," concerned almost entirely with the world of paid employment (Hoyt, 1977, p. 7).

Limitations

The following limitations impose constraints upon the generalizability of the findings of this research report:

1. The population of this study is limited to members of the American School Counselor Association (ASCA), employed at the high school level, specifically grades 9, 10, 11, and 12 of both public and non-public schools. Therefore, the results of this study can only be generalized to secondary/senior high school members of ASCA.

2. The sample includes counselors from the United States who identified themselves as "Secondary High School" on the application's demographic information.

3. All counselors in this study may not have been involved in full-time counseling duties at grades 9, 10, 11, and 12 because of the size of schools and part-time or special assignments.

4. Selected counselors' membership in ASCA may have expired during the length of this study.

5. Counselors who joined ASCA after the onset of this study are not included in this sample.

6. Some high school counselors may inadvertently have been omitted because they did not fill out the demographic information on their application concerning school grade level.

7. This study is limited by the validity and reliability of the instrumentation and by the researcher's interpretation of the responses.

Chapter II

REVIEW OF THE LITERATURE

An Overview

In the discussion of the literature, as reviewed in this chapter, the following structure will be used:

A historical overview will be subdivided into periods of time representing the 1900's to the 1930's -- the emergence of vocational education and the early guidance programs, and followed by ten year spans through the current 1980's and the quest for competencies. Following the historical overview other research studies will be discussed in terms of their focus: counselor role perceptions by counselors and other educators, student perceptions of vocational counseling, counselor attitudes to vocational counseling, and counselor attitudes to vocational education. Next, the literature on community linkages will be subdivided into counselor role in community linkages as viewed by other educators, the labor view, and the counselor view of the need to form linkages. Finally, the need for counselor studies on community linkages will be presented. A comprehensive summary of the literature as reviewed will conclude the chapter.

A Historical Overview

The 1900's to 1930's. During the turn of the century, certain factors led to the emergence of vocational education and early guidance programs. The effects of industrialization and intense immigration, with the abuse of child labor and the vicissitudes of ghetto life, led to compulsory school legislation. Programs were needed for marginal students who because of economic pressures, not withstanding scholastic ability, had to drop out of school and make the transition from school to job. In 1908, Frank Parsons originated the first guidance program in a Vocational Bureau outside of the schools for the City of Boston. In 1912, Grand Rapids became the first city to set up a system-wide guidance department. After 1915 vocational counselors were employed increasingly in the public schools of the larger cities of the United States, concentrating efforts on job placement and job adjustments. By World War I, fifty American high schools had initiated vocational counseling and guidance programs (Borow, 1974; Feingold, 1977; Herr, 1979).

The initial thrust of vocational counseling was the measurement of individual differences in order to match personal traits (aptitudes, skills and interests) with occupational requirements of different patterns of these traits. As other programs developed, some merely gave out occupational information, while some conducted psychometric testing and evaluations, reporting results without taking into account counselee feelings. Others stressed potential contributions to vocational adjustment of job training tryouts, the teaching of marketable working skills and habits, and placement and follow-up services (Borow, 1974).

In spite of these positive beginnings which led to the concurrent emergence of vocational education and vocational guidance programs, matters began to degenerate and separate the two in 1918. A rift was created between academic college preparation programs and vocational programs by the National Education Association's acceptance of crafts rather than technical training in vocational education, and a guidance for education rather than jobs approach. The National Education Association held the belief that vocational education and vocational guidance were irrelevant to the needs of the college bound youth (Borow, 1974; Evans & Herr, 1978). During the post-war period guidance in the schools turned from job-oriented counseling to personality, emotional problems and academic advisement (Feingold, 1977).

The 1940s and 1950s. Two approaches emerged during the next two decades . . . the vocational guidance provided by school guidance counselors and that provided by vocational educators and specialists hired by the United States Department of Labor. However, vocational guidance was not the school counselors' main activity. According to Rupert Evans and Edwin Herr (1978), well known educators and authors in the field of vocational education and guidance, counselors tend to incorporate new educational trends into their role. The economic and social events of the 1940s and 1950s turned counselors away from vocational guidance to educational guidance, for following World War II, the G.I. bill made educational guidance popular as veterans utilized their right to counseling (Evans & Herr, 1978).

In 1952 school counselors formed their own group, the American School Counselor Association, since their role extended beyond vocational guidance, and they felt they were no longer being served well by the National Vocational Guidance Association, founded in 1913. According to Hoyt (1982), "this caused more than a few counselors to act as though 'vocational guidance' was none of their concern and contributed some to today's problems in this area" (see Appendix A).

The Russian launching of Sputnik led to the passage of the National Defense Education Act of 1958 (NDEA), calling for counselors to identify and encourage the entry of talented students into college and careers in engineering and physical science (Hohenshil, 1974; Pinson, 1979). At the same time, many noncollege-bound youth were neglected (Feingold, 1977). In a recent piece of correspondence, Hoyt (1982, see Appendix A) stated that "passage of the NDEA, with its legislative demands that counselors 'identify the intellectually able, encourage such students to enroll in courses required for college admission and to actually enter college' placed responsibilities on many NDEA prepared counselors - as well as the neophyte counselor educators who sprang out of the woodwork to 'train' them - that precluded any kind of deep involvement in career guidance."

The 1960s and 1970s. Legislative enactments since the 1960's have dealt with matters of vocational education and counseling, manpower needs, and the national thrust in career education. According to Sidney Marland (1974), former Commissioner of Education, the National Education Association gave endorsement in the 1970's to the career education concept and has participated in its advancement. Yet, counselors, because of pressure of parents, principals and superintendents, continued to emphasize college counseling.

Thomas Hohenshil (1974), vocational guidance educator at Virginia Polytechnic Institute, dealt with the issue of counselors and college counseling in a study he conducted. He stated that counselors may be getting blamed when, in fact, it may be lack of interest on the part of guidance administrators that is to blame. The latter were trained in the National Defense Education Act era and come from academic backgrounds which are not conducive to innovative vocational guidance programs aimed at directing students to vocational education. He recommended training vocational counselors from industrial background and then promoting them to leadership roles.

In a "guest" article in the Personnel and Guidance Journal (June, 1980), Hohenshil presented the vocational education view of guidance and counseling which concurs with the view that counselors emphasize college counseling. He stressed that although federal vocational legislation has been the greatest supporter and provider of funds for research in and practice in career guidance, vocational educators have generally thought of counselors as neither well prepared nor interested in making career development a priority. This echoes a similar statement by Hoyt in 1971.

A similar belief is raised by a study (Robertson, 1981) whose population was counselor educators and vocational directors. They were asked to identify vocational and career development competencies for school guidance counselors. Interestingly, competency statements which required school guidance counselors to be involved in outreach programs beyond school boundaries were rated least important competencies by both respondent groups. However, Robertson found a set of common competencies in the category of vocational and career development and concluded a sound basis for competency-based counselor training in vocational and career development, culminating in a school guidance certificate in this area. This contradicts a view by Marland (1974), who noted in his book, "Career Education: A Proposal for Reform," that we had come full circle in asking counselors to rise above either just occupational counseling or college counseling and become key people in doing both. He had pointed out that the best counselors were perhaps doing both with ad hoc and intuitive resources rather than in a system designed to serve occupational and academic aspirations of learners.

The 1980s quest for competencies. Recently we have renewed interest in getting the two areas of vocational education and vocational counseling together by authorities in the field who are seeking common goals.

A listing of competencies required by counselors in career/vocational guidance has been a recent result of collaborative efforts between organizations concerned with preservice and inservice training of counselors. This list was developed from statements of the American Vocational Association (AVA)-National Vocational Guidance Association (NVGA) Position Paper on Career Development (1973), the APGA Position Paper on Career Guidance (1975), the Association for Counselor Education and Supervision Position Paper on Counselor Preparation for Career Development (1976), the American Institute for Research Report on Competencies Needed for Planning, Supporting, Implementing, Operating and Evaluating Career Guidance Programs (1979), and the APGA Career Education Project (1980). The six areas in which counselors should demonstrate minimum competencies are: (1) General Counseling, (2) Information, (3) Individual/Group Assessment, (4) Management/Administration, (5) Implementation and (6) Consultation, ("Vocational/Career Counseling Competencies," 1982).

Other recommendations to upgrade the skills of counselors in career/vocational guidance are also the result of collaboration between the AVA and NVGA. Both were granted funds by the National Institute of Education to disseminate the results of a study by the Educational Testing Service which researched the following areas: types and quality of career information resources; management of and access to career information resources; and use and quality of additional (nonschool) career information resources. (Treichel, 1982).

How interesting it is, in view of these trends to prepare counselors better for career education/career guidance, to find ourselves transported back to the 1958 NDEA era being "reborn" in 1982. Current congressional deliberations are taking place on the American Defense Education Act (ADEA) and its concern for the importance of mathematics, science, foreign languages and computer technology instruction. It encourages youth to pursue careers in these areas. According to Associate Executive Director McDonough (1982), the American Personnel and Guidance Association postulates that "any emphasis on these important areas must contain a major guidance and counseling component whereby the knowledge and skills of professional counselors, working with teachers, administrators, parents and students in the accomplishment of the American Defense Education Act's goals are strengthened" (p. 1). An APGA Task Force is calling for inservice and preservice counselor training to understand the emerging technology and its employment opportunities, in order to maximize mathematics, science and foreign language in youth's education (Johnston, 1982).

In a related action the Education for Economic Security Act was introduced to the Senate on September 23, 1982, by Senators Clairborne Pell (D-RI), Robert Stafford (R-VT) and Alan Cranston (D-CA) to provide funds to the states to upgrade education in mathematics, science, computer learning and instruction, foreign languages and employment-based vocational training (Johnston, 1982).

Counselor Role Perceptions

Counselor perceptions have been the focus of studies which compared comprehensive high school counselor role and tasks to vocational high school counselor role and tasks. Schreiner (1972) found no significant difference in perceptions between vocational and regular counselors on twenty statements regarding counselor role in present job. He found some differences in guidance activities, follow-up, community visitation, placement, and material organization. Schreiner concluded that there is general agreement between vocational and regular counselors in performance of actual counselor role and ideal counselor role and that any of the significant different activities identified were due to specialty duties in role as performed by the vocational counselor. Kriner (1976) surveyed Ohio counselors from joint vocational schools and comprehensive high schools. He found similar perceptions of appropriate guidance tasks and a close matching of role expectation and role performance. However, joint vocational and comprehensive school counselors differed on their perception of appropriate counselor role on tasks more specific to the educational setting.

To further confuse the area of similarities or differences in the counselor role at comprehensive as opposed to vocational high schools, Leone (1981) compared career development skills of 11th grade students in a comprehensive high school and those of students attending an area vocational-technical school (AVTS) as a means of measuring counselor effectiveness. Using the standardized "Assessment of Career Development Subscores" for each major aspect of career development, he tested four groups of students enrolled in the gifted, academic, business and general curriculum of the comprehensive high school and one group of students at the AVTS. He concluded there were significant differences among the groups regarding occupational awareness, career planning and decision-making, with the gifted and academic group scoring higher on awareness and the gifted scoring higher on planning and decision-making. Attendance at the AVTS did not enhance the student's career development and there were few differences among the group's preferences regarding job values and working conditions.

Studies have also focused on perceptions of other educators and students regarding counselor role and effectiveness. Lewis (1978) surveyed senior students, teachers, administrators and high school counselors concerning role and performance of high school counselors in thirteen public senior high schools in Pennsylvania which only serviced 11th and 12th graders. Counselors and students disagreed significantly on the importance of the predetermined role and counselor performance, with counselors seeing themselves in a more positive light. Counselors and teachers also disagreed significantly in the same way, but counselors and administrators did not differ significantly in role and performance except that counselors viewed more positively their performance in helping noncollege bound students. In general, all four groups viewed role and performance favorably but were more positive when responding to importance of what counselors do than how well they do it. The recommendations focused on improving working relationships between counselors and students and counselors and teachers.

Even at the 13th and 14th year there are questions about the counselor's role in vocational counseling. Metcalf (1978) found that although vocational counseling is essential to meet the needs of community college students, there was a lack of consensus among deans of students, vocational directors and counselors in Washington State as to the counselor role in relation to the scope of counseling and vocational counseling. Also, counselors tended to be more interested in social, personal counseling and lack training, background and inservice opportunities to help them in vocational counseling. Students reported unmet vocational counseling needs, although vocational faculty also provided counseling. Vocational counseling was not adequately provided because of insufficient funds, excessive counselees and lack of trained personnel. Metcalf stated that although counselors recognized the importance of vocational counseling they are either unable or unwilling to provide services expected of them. It should be noted that student opinions came secondhand through their deans, and some data were based on a review of the literature rather than research.

Student Perceptions of Vocational Counseling

Counselors' perceptions of their role can be compared to students' perceptions of the effectiveness of vocational guidance, counseling and career planning. Patton (1972) found differences in perceptions of overall quality of vocational guidance and counseling services for high school graduate respondents from different academic levels. Females more than males perceived a higher overall quality of services. The socioeconomic classes and size of graduating classes were not significant factors affecting services. Counseling climate and educational information provided by high schools were seen as less desirable by respondents enrolled in community colleges than in universities. Finally, respondents who had conferred with counselors about vocational plans expressed higher satisfaction with quality of vocational information services.

Fitzgerald (1973) surveyed students in Tennessee to rank order ways local guidance programs were most helpful. Out of ten areas, development of career choices was ranked seventh and making post-high school plans with counselors was ranked ninth. The guidance services which were described as needing addition to present programs were, in order of importance, field trips to industry, how to interview for a job, volunteer activities in social agencies, employment opportunities and part-time employment. The author recommended that counselors make more use of computerized occupational information, use community resources to allow for work exploration, give career learning activities and set up career guidance centers.

A 1976 study by Leaverton found that students in Colorado public high schools perceived they were getting little vocational counseling, while counselors perceived they were providing substantial counseling service. It appeared that counselors considered career planning services to be what students perceived as making a choice of college.

In a study by Willet (1981) of 494 secondary students (from six schools in Idaho and Washington) who were involved in either vocational education or career education programs, experience-based programs were not decisively significant factors in helping acquire and develop vocational maturity needed for entry and success in the world of work. Variables identified as measuring vocational maturity were the frequency of seeking occupational information, attitudes towards adults, employers and teachers and attitudes in seeking occupational information. Also, responsibility was measured by school attendance and punctuality. Although no significant differences were found between the experience-based group and the control groups, students in the former were more active in seeking information from counselors, teachers, and people employed in the field. Attitude changes and responsibility were not significant. One wonders in view of the foregoing, if forming and utilizing community linkages is therefore essential to effective career education.

Counselor Attitudes to Vocational Education

A study by Carlotta (1980) concerning the attitudes held by middle and junior high school counselors toward vocational education found favorable feelings expressed by 80 percent of the counselors surveyed. Characteristics which influenced attitudes were courses completed in vocational and practical arts, education, age of counselor, length of time in counseling, regional school membership, and length of time employed as teachers.

Ricadela (1981) studied "the relationship between counselor attitude toward vocational education and occupational experiences on the vocational level" (p. 2644). He surveyed 200 high school counselors and received 120 responses which showed no significant relationship between counselors' vocational level, educational and occupational experiences and their attitudes toward vocational education programs. Counselors were found to have adequate course work and vocational occupational experience. Parental occupation on the vocational level, sex, age, years in education and counseling had no significant influence. However, and more important, it was concluded that counselor attitudes toward vocational education programs were somewhat positive and that vocational educators do not accurately perceive the counseling role. They are not aware of the true counselor attitudes toward vocational education and what influences these attitudes. He, therefore, recommended studies to gather data as to whether attitudes really influence counselor behavior in the process of vocational counseling.

The Literature on Community Linkages

The counselor role in community linkages. The 1970s have seen a great deal of literature on the role of the counselor in career education which envisions as one of its goals the linkage between school and community, the latter to provide explorative occupational opportunities for decision-making and planning (Campbell, Walz and Associates, 1973; Borow, 1974). The literature also points to the need for counselor utilization of community resources in collaborative efforts in order to gain the respect of the community (Hoyt, 1975, 1977, 1978, 1980; Ryan & Sutton, 1978). The negative feelings expressed in the literature on the part of educators and community populations might be based on experiences with counselors who are doing little or nothing as participants in career education (Hoyt, 1977; Marland, 1974).

Eli Ginzberg, a well known and respected vocational choice theorist, recommended in 1972 that business and labor take the initiative in forming relationships with the schools to provide youth with opportunities for work experience and exposure, and provide the schools with advisory service. But Marland (1974) and Hoyt (1978) felt education should initiate the involvement or the career education movement would not last.

Since 1973 Hoyt has been the major spokesman for the need for counselors to forge linkages with the community to better serve youth in transition from school to work. While defining how the counselor must serve as the liaison and the initiator of business/industry/labor linkages, he noted that some counselors will not want to take on this role (Hoyt, 1973, 1975, 1980). In fact, the career education movement has denied that career guidance is the exclusive responsibility of counselors. Whether career education should be only an effort of the schools or whether it should involve home and community as well, has indeed been an area of controversy (Hoyt, 1973, 1975). Marland (1974) is one of the few authorities who actually stated that the business/community support of career education was in part self-serving as well as attributable to social responsibility, for it would produce better environments, better markets and better employees.

Harry Drier (1977) of the Ohio State University Vocational Education Center, agrees with those who felt that successful career guidance depended on community alliances. Since many counselors are virtually unknown to most community members including parents, they need to create community-technology and educator-employer-parent partnerships, in order to foster positive attitudes toward guidance programs. However, Laurabeth Hicks (1977), who is well known in guidance, counseling and human relations endeavors, sees the counselor role as needing retraining in order to learn to help teachers, parents and to be involved in a team concept.

Norman Gysbers (1979), recent vice-president of the American Vocational Association's Guidance Division, concurs that the career guidance team is not complete without parents and personnel from business/industry/labor. In an 1982 article, he further developed this need for collaboration by calling for a means to provide counselors with competencies necessary to provide career development programming.

Vocational teachers surveyed by Demetropoulos (1979) felt they could do a better job than counselors in career guidance and community linkages. The study concluded that vocational teachers supported the mainstreaming of career guidance in secondary education. They feel they are capable and are willing to take leadership, provided they are given time, opportunities and resources.

The labor view. In a 1977 report prepared for the National Advisory Council for Career Education of two studies on the role of business, industry and labor participation in career education, both Gene Hensley, for business and industry, and Mark Shulman, for labor, strongly state the need for involving their constituencies from the onset of policy formulation through program implementation if career education is to succeed. Labor's view is most interesting, for Shulman (1977) states that the suspicion existing between labor leaders and educators may be because school administrators are being viewed as management. Further, labor feels career education and career options can only be meaningful when jobs are plentiful and workers need not fear that youth threaten their job security (especially if the trainee is black and female).

An article in a 1980 Journal of Industry - Education Cooperation suggests ways to bridge the gap between business, industry and education (Kruger, 1980). Kruger proposes a state and national clearinghouse for programs such as that existing in Flint, Michigan. The Business and Education Coordinating Council is typical of a group that helps facilitate the transition from school to work. The Council conducts many activities such as career and information meetings, career days, day-on-job experiences and counseling and guidance. Kruger feels that employer inputs are essential in a "nation of employees."

The counselor view. How do counselors perceive the pressure to form linkages with the community in order to promote the career education effort? Could they not point to the delicate balance that Congress has been trying to strike in legislation between the values of manpower allocation and individual welfare? Congress once stated that when the two diverge, the counselor's responsibility was the best interest of the counselee; the counselor was not to become the recruiting system for the nation's manpower needs (Borow, 1974).

In spite of nearly a decade's conceptualizing at the federal and state levels, today's secondary school counselors have not been automatically moved to take on the cause, to lead or even to become followers of a school's career education effort. A small number will seize the initiative because it fits their perceptions of their ideal role, and others will avoid it for lack of fit (Whitfield, 1980). In fact, at regional conferences held across the United States as part of the American Personnel and Guidance project on the school counselor's role in career education, under contract with the Office of Career Education of the United States Office of Education (USOE), counseling practitioners indicated that they lack time, resources, administrative support and power of position to involve the community in career education. They indicated that career education and the community collaboration it requires may not be a top priority (Minor & Burtnett, 1979). It should be noted that those invited to the regional conferences were not a random sample, but people recommended for attendance by state counseling leaders.

The Need for Counselor Studies on Community Linkages

There appears to be a paucity of studies that measure the effects of any career education providers, including counselors, on populations. National meetings on the topic of community involvement abound, as do conferences, journal articles and other recent literature. But who is it that feels it is critical? Should not counselors be given a chance to document what they have done and the effect it has or has not had on students and on recognition by the community (Pinson, 1980)? Pinson (1980) completed a description of findings in thirty-three studies which show benefits of guidance and counseling on the employability of disadvantaged youth, but these studies were not primarily school based.

Pinson (1980) noted that in his comprehensive review of career education research, Herr found that "while successful programs have evidenced considerable bringing together of students and working adults in direct fashion, no related studies manipulated the independent variables of counselor, teacher, community member, or parent in controlled settings . . . ." (p. 135). He also stated that data which can both document and clarify counselor contributions to a collaborative effort are notable by their absence.

Herr (1977) has also indicated that research findings about career education are based on evaluation reports of funded projects rather than research. He sees a need for studies that determine whether career education makes a difference; yet he states that it "is often difficult to differentiate the actual changes made in educational or counseling processes as a result of career education" (p. 68). Also, he notes a lack of comparative analysis of the methods used in career education, such as infusion, versus a course in decision-making, and their outcomes, and whether racial or sexual characteristics make a difference in outcomes.

Summary

Although vocational guidance programs emerged concurrently with vocational education programs, criticism, whether real or imagined, has separated the two areas. Federal legislation has been aimed at reuniting the two for the benefit of delivering improved career education in order to help youth and adults better prepare themselves for work. Yet, today, in 1982, counselors are still held accountable for not being involved enough in vocational development and career education efforts. It has been suggested by authorities in the field, that counselors could improve their performance and gain advocates by coordinating collaborative efforts aimed at developing linkages between school and community to help in the career education effort.

Counselors have been involved in conferences and have stated they lack time, resources and administrative support, or do not feel that the role fits their ideal counseling role. Blame is either placed on counselors or counselor educators, and vocational teachers feel they could do a better job given time, opportunity and resources. Yet, vocational counselors and regular counselors perceive their roles to be the same except for tasks specific to their school setting, be it comprehensive or vocational. Counselors view their performance in vocational counseling more positively than do students or some administrators. However, some studies with students found counseling to be both satisfactory and unsatisfactory, depending on program content and student-counselor contact. Contrary to criticism by vocational educators, counselors hold favorable feelings about vocational education, especially if they have had vocational courses and experience.

Some authorities have noted the paucity of studies which document what counselors have done and the effect it has or has not had on students. They feel counselors need to document and clarity counselor contribution to a collaborative effort or their willingness to undertake collaborative efforts. It is in this area, then, that one sees a need to survey counselors about their view, their perceptions on the issue of community linkages in career education. Have counselors committed themselves to collaboration by making the necessary adjustments in their role? Do they perceive it as important? There is an obvious need for this study that will ask counselors for their perceptions.

Perhaps counselors will indicate that they need to form linkages, or perhaps they will point to other research attesting to the fact that personal fulfillment in jobs is no longer possible for the majority of workers. If so, we must look for alternative means by which people can express their individuality and gain some control of their lives other than through paid employment (Warnath, 1975). Perhaps they will decide that since meaningful work is becoming harder to find, and is many times the result of being at the right place at the right time, we should give up systematic career planning that is not a quasi-rational process (Baumgardner, 1976). If this is true, why then bother expanding counselor role, why bother to engage in a collaborative effort of linkages?

Chapter III

PROCEDURES

An Overview

The purpose of this study was to investigate perceptions of high school counselor members of the American School Counselor Association (ASCA), specifically grades 9, 10, 11 and 12, regarding community linkages in career education. To survey these perceptions, an instrument called the Counselor Perceptions Survey (CPS) was developed to evaluate awareness of community linkages, need for community linkages and responsibility taken for implementation of community linkages.

The CPS was developed by submitting a pool of questions to a panel of experts. The panel represented authors of research in the field of career education/career guidance employed as counselor educators or researchers and program developers in university settings, the Department of Education and the major professional organization for counselors.

The pool of questions represented the necessary components in career guidance and counseling. These components were identified through a review of FY 81 approved career education proposals and an extensive review of the literature, including the role of the counselor in career education. The career education proposals were funded under the Career Education Incentive Act, PL 95-207, which requires that 15 percent of the funding be used for guidance and counseling involvement.

The experts were provided with a brief of the research proposal as well as the pool of questions for the instrument divided into three scales: Awareness, Need and Responsibility. They were asked to rate the questions, and those awarded the lowest sum were included in the final survey instrument. The thirty question CPS was then submitted to a random sample of counselor members of ASCA. In addition to the thirty questions, a demographic section elicited background information on the respondents, their schools and students.

An item analysis was computed for each question on the CPS. A measure of internal consistency was obtained through the determination of coefficient alpha for each scale. The data were then subjected to both descriptive and inferential statistics.

Selection of the Validation Panel

Four experts were designated in order to validate the pool of questions representing the necessary components in career education/career guidance. Each expert met a minimum of four of the following criteria:

1. Current or former author or editor of monographs and/or books on career education/career guidance
2. Current or former researcher in the field of career education/career guidance
3. Current or former leader in a professional counseling organization through volunteer or paid activities
4. Current or former counselor educator in a university setting
5. Current or former program planner/trainer for counselor related continuing education
6. Current or former state or federal government employee

The experts accepted verbal invitations to serve on the validating panel. A total of 64 questions were submitted to them for rating with a numerical weight of one to three. "One" represented the highest and "three" the lowest rating. A cover letter giving instructions and a brief of the research proposal were included in the mailings (see Appendix A). The experts showed considerable agreement about the relative importance of the pool of questions. As a result, all questions which were selected for the CPS had a total rating of four or five points. The final pool of thirty questions was comprised of ten relating to awareness, ten relating to need and twenty involving responsibility.

Population and Sample

The population of this study was the 2,481 high school counselors who were listed as members in the computer bank of ASCA, a division of the American Personnel and Guidance Association, on September 15, 1982. In order to insure equality of representation of ASCA state divisions, a randomized sampling procedure previously programmed into the computer was utilized. The random sampling was applied to a zip code ordering of the members, thereby reflecting the inequality of membership by state. No program was available to produce labels for the members on a stratified basis as originally planned in this study.

According to the ASCA membership form, common characteristics of the subjects are their employment in secondary high schools (traditionally grades 9, 10, 11 and 12). Results indicated they are from urban, rural or suburban area high schools, both public and nonpublic.

A random sample of 500 counselor members was selected to represent a sample of the secondary high school counselors in each state who are members of ASCA. Of the estimated total 62,000 school counselors in the United States, 9,000 belong to ASCA and of these 9,000, 2,481 were secondary high school members as of August 31, 1982. Although 500 labels were ordered, three husband/wife addresses were bypassed by the computer. The seven foreign members printed in error were deleted by the researcher. Further reductions were the result of the printing of four APO addresses representing counselors in foreign countries, and two addresses of counselors from Puerto Rico and the Virgin Isles, leaving a total of 484 counselors.

Intrumentation

A three-scale questionnaire, developed by the researcher and validated by the four experts, plus the demographic background data of each respondent were used to answer the research questions. Scales were: Awareness, Need, and Responsibility (see Appendix B).

Because this self-administered instrument asked for community linkage awareness, need and responsibility as proof of effective career education and guidance delivery, a four-point Likert scale was selected as a means of soliciting the answers. The rating system allowed counselors to take a position of degree of acceptance or rejection of alternatives. An arbitrary method of scoring gave a weight of one to four to the alternative answers, one for the least accepted and four for the most accepted. The highest possible total scores for each scale were 40, 40 and 80, respectively. The lowest possible total scores for each scale were 10, 10 and 20, respectively.

The same ten questions were used to solicit answers regarding awareness and need of career education/career guidance activities. Awareness was measured by a Never/Seldom/Sometimes/Often Likert-type scale while need was measured by a Very Unnecessary/Unnecessary/Necessary/Very Necessary scale. Responsibility was measured by twenty activities rated on a Never/Seldom/Sometimes/Often scale.

Selection of necessary components. The questions developed were selected to solicit information of activity within major components of career education/career guidance. These components were identified from a review of career education state proposals submitted for funding under the Career Education Incentive Act (PL 95-207), a review of literature related to career education/career guidance, and computer searches using all related descriptors.

Through these reviews, a number of components were determined as well as an ordering for these components. Under consideration for final selection were:

From Burtnett (1980):

Direct Services in Career Education

1. Conduct student assessment (ability, achievement, interest, personality)
2. Disseminate occupational and educational information
3. Conduct career awareness, exploratory and experience programs
4. Operate student service activities (career centers, job placement program)

Indirect Services in Career Education

5. Staff development, information for parent consultation with teachers about students

From his research, Hoyt (1977) found significant differences as a result of career guidance in:

1. Self-understanding
2. Understanding career education opportunities
3. Career decision-making
4. Job seeking, finding, getting, holding skills

From Hohenshil's Categories (1980):

1. Assessment
2. Individual and group counseling
3. Job placement
4. Information
5. Follow-up
6. Follow-through

Or

1. Self-development
2. Exploration
3. Preparation
4. Placement

From Congress - PL 95-207, The Career Education Incentive Act:

1. Career awareness
2. Exploration
3. Planning
4. Decision-making

From Drier (1977):

1. Career guidance and counseling
2. Placement
3. Follow-up
4. Follow-through

After examining these categories, and developing questions to solicit information related to activity in these components, questions were ordered in the following manner within the Awareness, Need, and Responsibility scales.

1. Self and career awareness
2. Planning and placement
3. Indirect services: staff development, information for parents, consultation with teachers about students.

Enough questions were submitted in each component to give the experts a choice. Questions were also repeated in each scale of the CPS in order to act as a means for determining respondent consistency.

		Pool	Final
Awareness	-	23 questions	10
Need	-	23 questions	10
Responsibility	-	41 questions	20

As indicated previously, the final CPS was composed of a total of thirty statements of the pool of questions submitted to the experts. Their choices showed:

20 items	-	total unanimity	(Maximum score of 4)
14 items	-	three 1's, one 2	(Maximum score of 5)

The twenty questions receiving a unanimous score of four were retained and the 14 receiving totals of five reduced to 10 based on specific comments by the experts. In addition, demographic questions were developed to permit comparisons with background data to the results of the CPS in order to answer the research questions.

Analysis

In order to determine whether counselors are aware of community linkages in support of career education and whether they feel that community linkages are needed for career education, an average score was computed for each of the ten Awareness or Need items in the CPS. Each average score was compared to a chance mean score of 2.50, the mean for each item based on the numerical values arbitrarily assigned to the four alternatives for each item, that is, one to four. An average total score was also computed across all ten items under Awareness and across all ten items under Need, and in each case, it was compared to the chance scale mean of 25. The twenty items in the survey instrument under Responsibility were subjected to the same procedure in order to determine whether counselors are taking responsibility for forming or utilizing community linkages in career education. In this case, each average score for the twenty items was still compared to a chance mean score of 2.5, but the score computed across the twenty items was compared to the chance scale mean of 50.

To determine whether sex of counselor affects perceptions regarding community linkages in career education the male and female scores on the Awareness, Need and Responsibility scales were subjected to the t-test for independent samples.

The remainder of the research questions regarding the effect of other counselor variables such as age, geographical region, school setting, and the recency of training upon perceptions of linkages in career education were answered by subjecting the data to a series of one-way analyses of variance.

The research questions relating to student variables such as socioeconomic status, race, sex or post-high school plans, and to the school variable of strength of vocational education program, were answered by a two-step procedure.

Alternative choice categories such as ethnic composition of student body or post-high school plans were first reduced from the six categories offered as choices on the survey to three categories. The categories for ethnic composition were: white segregated, black segregated and desegregated. This was accomplished by subjecting the percentages submitted by the respondents to a 75%-25% rule. If student composition was 75% or above of any race, it was then considered segregated. Any combination below 75% was considered desegregated. Categories of post-high school plans were also reduced to three major ones: academic, vocational or comprehensive. A total percentage of 70% or above of students selecting college was used as the indication the school is academic; 70% or above of students selecting vocational preparation, jobs and apprenticeships and armed services, was used as the indication that the school is vocational. To be comprehensive, a school had to have any combination of all categories which did not total more than 60% in any one category.

Awareness, Need and Responsibility total scores for these three categories of ethnic makeup and post-high school plans, respectively, were then subjected to one-way analyses of variance.

Scores for socioeconomic status and strength of vocational education program categories were also subjected to one-way analyses of variance. To determine whether sex composition of student body affects counselor perceptions of community linkages in career education, the counselor scores on the Awareness, Need and Responsibility scales were correlated with the percentages of males in the student body.

All data involving ordinal categories such as age, socioeconomic status, years of training, and strength of vocational education program were also subjected to a trend analysis in addition to the one-way analysis of variance.

Reliability

In order to determine the reliability of the CPS, a Pearson correlation was computed to determine the relationship among scores on each item in the scale and total scale scores. Each item-scale correlation was tested for significance at the .05 and .01 level of significance. Also, coefficient alpha was computed as an indicator of internal consistency. Table 3.1 in Appendix C contains the data for these analyses.

Of the forty items, all but two of the item scores were significantly related to the total scale scores at the .01 level of significance. The two exceptions were Awareness items 7 and 10. They concerned awareness of the use of the vocational information computer system as a means of helping students in post-high school planning, and awareness of ASCA's efforts to sensitize counselors to the importance of school-work linkages.

The alpha correlation coefficients for each scale were as follows:

Awareness	.74
Need	.79
Responsibility	.88

Pearson correlations were also computed between scores in the three scales to determine their relationships. It was expected that they would be significantly related, for the Awareness and Need scales utilized the same set of items, and of these, five were repeated or included in a revised manner in the Responsibility scale. The correlations among scores on the Awareness and Need, Awareness and Responsibility and Need and Responsibility scales were .18 ($p < .01$), .64 ($p < .001$) and .12 ($p < .05$), respectively.

Chapter IV

RESULTS

An Overview

The purpose of this study was to determine the perceptions of selected secondary school couselors of the American School Counselor Association (ASCA) regarding community linkages in career education. A secondary purpose was to determine what counselors are doing with regard to forming and utilizing linkages in career education/career guidance.

To survey these perceptions, a three-scale instrument, the Counselor Perceptions Survey (CPS) was developed with the help of a panel of experts to evaluate awareness of community linkages, need for community linkages and responsibility taken for forming and utilizing community linkages.

A total of 484 questionnaires were mailed to counselors throughout the United States. Of the 264 questionnaires returned (a total of 54.5%), three were returned blank with notes stating that the counselors had retired, had left the high school level, or had left the education field. One was returned without reason, and four arrived after all the data had been computed. Therefore, the results are based on 256 returned questionnaires (or 52.9% of the sample). Because not all of the questions of all questionnaires were answered, the N for various questions varies from 236 to 254.

Results of this study are presented according to whether the sample was treated as a single group, two groups, or more than two groups. For each grouping, the statistical test used is described and results are presented within the context of the research questions.

Item Response Analyses

In view of the fact that the CPS had not been administered previously, no mean score or standard deviation was available against which one could compare the scores of the random sample of secondary high school members of ASCA responding to the survey. Therefore, in order to compare counselor perceptions of community linkages in support of career education, an average score was computed for each of the ten Awareness or Need items and twenty Responsibility items. Each average score was compared to a chance mean score of 2.50, the mean of the numerical values arbitrarily assigned to the four alternatives for each item, that is, one to four. A total mean score was then computed across all ten Awareness items, ten Need items, and across the twenty Responsibility items. It was then compared to the chance mean scale scores of twenty-five, twenty-five and fifty, respectively.

Awareness Items

The questions asked were selected to solicit information of activity within major components of career education. They were ordered to reflect (1) self and career awareness, (2) planning and placement and (3) indirect services such as staff development, information for parents and consultations with teachers about students. The response alternatives for each question were Never/Seldom/Sometimes/Often. Numerical values of one to four were arbitrarily assigned to these alternatives. Table 4.1 in Appendix C contains all the data required for these analyses.

Are counselors aware of linkages with the community in support of career education? The analysis of all but two items resulted in statistically significant ($p < .05$) differences between the mean item score and the chance mean score of 2.50. One of the nonsignificant items, Item 2, within the self and career awareness component, related to awareness of field trips as a method of career education. The other item, Item 7, within the planning and placement component, involved the use of the vocational information computer system as an aid with post-high school planning. Many respondents indicated the lack of a vocational information computer system.

The mean scale score for Awareness (24.26) was significantly ($p < .05$) lower than the chance mean scale score of 25.

Need Items

In order to evaluate Need, the same ten questions which were asked of respondents to evaluate Awareness were asked to evaluate Need. The response alternatives for each question were Very Unnecessary/Unnecessary/Necessary/Very Necessary. Numerical values of one to four were arbitrarily assigned to these alternatives. Table 4.1 in Appendix C contains the data used in these analyses.

Do counselors feel that community linkages are needed for career education? All ten Need questions elicited responses which were significantly ($p < .001$) higher than the chance mean score of 2.50.

The mean scale score for Need (31.03) was significantly ($p < .05$) higher than the chance mean scale score of 25.

Responsibility Items

The twenty questions to evaluate Responsibility were selected to solicit information of activity within major components of career education/career guidance. As with the previous ten questions, they were ordered to reflect (1) self awareness and career awareness, (2) planning and placement and (3) indirect services such as staff development, information for parents and consultation with teachers and students. The possible answers to the four-point Likert scale were Very Unnecessary/Unnecessary/Necessary/Very Necessary. Numerical values of one to four were arbitrarily assigned to these alternatives. Table 4.2 in Appendix C contains the data used in these analyses.

All but one item, Item 15, within the indirect service component, yielded a statistically significant difference ($p < 05$) from a chance mean of 2.50. Item 15 related to counselor responsibility for conducting staff inservice to inform staff of relevant career guidance efforts.

Of the nineteen statistically significant items, seventeen had means significantly greater than the chance mean score, and two had means significantly lower than the chance mean score. Both of the items with means significantly lower than the chance mean score, Items 7 and 18, related directly to community linkages. Item 7, within the self and career awareness component related to the responsibility for maintenance of a card-file of community personnel willing to open their worksites as resources for field trips, shadowing and other exploration activities for students. Item 18, within the indirect service component, related to responsibility for conducting inservice for parents to enhance their understanding of career decision-making.

The mean scale score of 59.69 for Responsibility was significantly ($p < .001$) greater than the chance mean scale score of 50.

Multigroup Comparisons

Two Groups

To determine the effect of counselor sex on scores, the data were subjected to the "t-test for independent samples." The mean responses of the female counselors (group 1) were compared to the mean responses of the male counselors (group 2) for all forty items of the CPS. Further, mean total responses for females and males were compared on the three scales. Table 4.3 includes the data for the significant items.

Does sex of counselor affect counselor perceptions regarding community linkages in career education? The analysis compared mean scores on all forty items according to sex of respondent, and yielded seven statistically significant differences between mean scores of female and male counselors on the Awareness, Need and Responsibility items of the CPS. Of the three mean total scale score comparisons, none was statistically significant.

TABLE 4.3

SIGNIFICANT DIFFERENCES BETWEEN COUNSELOR SCORES ACCORDING TO SEX

		N		MEAN		SD			
ITEM #	ITEM SCALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	t	p
07	Awareness	101	143	2.60	2.16	1.34	1.25	2.64	.01
09	Awareness	103	148	2.17	1.89	.92	.81	2.49	.01
02	Need	100	148	3.03	[illegible]	.54	.53	-2.61	.01
04	Need	100	149	3.10	3.22	.48	.50	-2.05	.04
06	Need	100	143	2.78	2.97	.61	.67	-2.27	.02
01	Responsibility	103	150	3.57	3.36	.64	.66	2.56	.01
13	Responsibility	104	148	3.49	3.26	.70	.96	2.12	.04

Awareness and counselor sex. As indicated in Table 4.3, female scores were significantly higher than male scores on awareness of the use of the vocational information computer system to help students in post-high school planning and on awareness of participation by parents in school-based programs to enhance their understanding of career decision-making.

Need and counselor sex. Within the Need scale, females scored significantly lower than males on their feelings regarding need of career exploration opportunities related to student interests, aptitudes, abilities and personality, the need for parents and other workers to speak to students in the school about their occupations and careers, and the need for a school clearinghouse for community activities to help students bridge the gap between school and work.

Responsibility and counselor sex. On the Responsibility scale, female scores were significantly higher than male scores on counselor responsibility for conducting student assessment of interests, aptitudes, abilities and personality. They also scored significantly higher on responsibility for conducting studies on post-high school plans of graduates.

More Than Two Groups

The data for research questions which could be answered by comparing more than two groups on Awareness, Need, and Responsibility scores were subjected to a one-way analysis of variance. The responses were analyzed for various category groups which were selected by respondents when completing the demographic information.

Does age of counselor affect counselor perceptions regarding community linkages in career education? In order to determine whether age of counselor had an effect on counselor ratings on the CPS, the demographic information on age provided by respondents was treated as a set of categories. Respondents indicated to which age category (group) they belonged: (1) 20-29, (2) 30-39, (3) 40-49, (4) 50-59, (5) 60+.

There were no statistically significant differences between the mean total scores on the Awareness, Need, and Responsibility scales for the five counselor age groups.

Does geographical region or school setting affect perceptions of linkages in career education? In order to determine whether geographical region had an effect on counselor ratings on the CPS, the demographic information on state of residence provided by the respondents was converted to six groups and treated as a set of categories: (1) Northeast, (2) Southeast, (3) North Central, (4) South Central, (5) Western and (6) Pacific Slope. Appendix D lists states within each region according to Dewey (1979). The demographic information provided by counselors which indicated whether their schools were in a rural, suburban or urban setting was also treated as a set of categories. The six categories on region were compared according to the mean scale scores on Awareness, Need, and Responsibility and the three categories of school settings were also compared according to the mean scale scores on each of the Awareness, Need, and Responsibility scales.

Region. There were no statistically significant differences between the mean total scores on the Awareness, Need, and Responsibility scales for the six regional groups.

School Setting. There were no statistically significant differences between the mean total scores on the Need and Responsibility scales for the three school setting groups of rural, urban or suburban. However, the analysis of variance which assessed the effect of school setting on mean Awareness scale scores indicated a statistically significant difference between the three groups ($F = 4.20$, $df = 2/221$, $p < .04$)

Using the Tukey HSD procedure, it was determined that counselors from rural schools ($\overline{X} = 23.01$) scored significantly ($p < .05$) lower on the Awareness scale than counselors in urban schools ($\overline{X} = 25.53$).

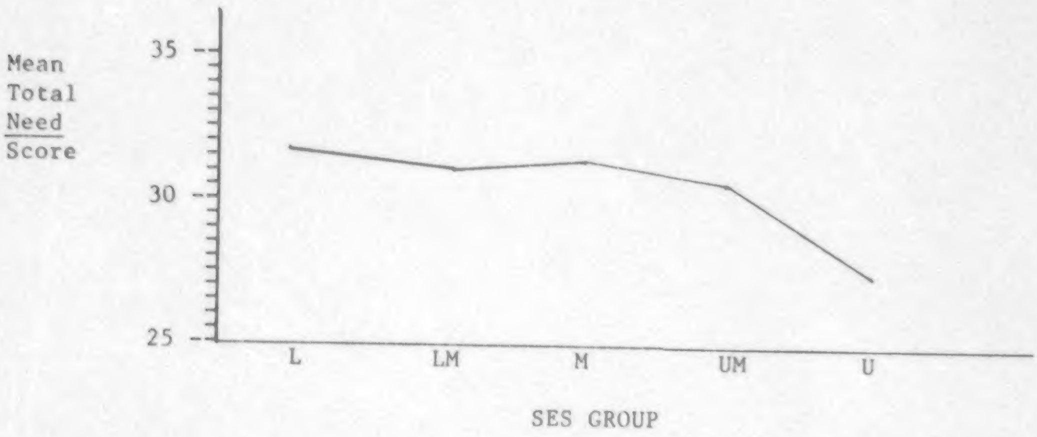
Does recency of training affect counselor perceptions regarding community linkages in career education? In order to determine whether recency of counselor training had an effect on counselor ratings on the CPS, the demographic information provided by respondents of the years during which they were trained as counselors was treated as a set of categories. The possible choices were: (1) Before 1950, (2) 1950-59, (3) 1960-69, (4) 1970-79, and (5) 1980-82.

These five groups representing the years during which respondents were trained as counselors were then compared on their mean total scores on the Awareness, Need and Responsibility scales. There were no statistically significant differences between the groups according to recency of training.

Do student body variables such as socioeconomic status, race, post-high school training and sex affect counselor perceptions regarding community linkages in career education? In order to determine whether these student body variables had an effect upon counselors ratings on the CPS, the demographic information provided by counselors on these variables was treated as sets of different categories. That is, for the mean total scores on the Awareness, Need and Responsibility scales, various groups were compared according to socioeconomic status of students and the choice of post-high school training. In addition, a Pearson correlation was computed between the percentage of males in the student body and mean total scale scores.

Socioeconomic status (SES). There was a statistically significant difference in the mean total Need scale score for the various SES groups. The various groups were: (1) lower, (2) lower middle, (3) middle, (4) upper middle and (5) upper. Results are shown in Figure 4.1 and Table 4.4. The analysis showed that there was a significant linear trend ($F = 4.56$, $df = 1/208$, $p < 03$). As shown in Figure 4.1, the nature of the trend is that the mean Need scores declined as the SES of the pupils increased.

Figure 4.1



Confirming Figure 4.1, Table 4.4 shows the statistical results:

TABLE 4.4

ANOVA OF THE EFFECT OF STUDENT SOCIOECONOMIC STATUS ON COUNSELOR PERCEPTIONS OF NEED FOR COMMUNITY LINKAGES

Source of Variation	MS	DF	F	p
Between Groups	32.57	4	2.66	.03
Linear	55.74	1	4.56	.03
Deviation from Linear	24.84	3	2.03	.11
Within Groups	12.23	208		

There were no statistically significant differences between the mean total Awareness and mean total Responsibility scale scores for the five SES groups.

Race. In order to assess whether race of student body had an effect on mean total scores on the Awareness, Need and Responsibility scales of the CPS, the percentages of various ethnic groups present in the counselors' school (white, black, Hispanic, Oriental, native American, other) were first converted to six groups. The major groups were: (1) white segregated, (2) black segregated, (3) desegregated, (4) Hispanic segregated, (5) Oriental segregated, and (6) native American segregated. If any group was present at a level of 75 percent and above, the school was considered segregated. A combination where no group had more than 60 percent representation was considered desegregated. For the purpose of this study, only the first three groups were utilized. These three categories representing student racial composition were then compared on mean total scores on the Awareness, Need and Responsibility scales of the CPS.

There was a statistically significant difference between races on the mean total Need scale scores ($F = 3.14$, $df = 2/209$, $p < .05$). Using the Tukey HSD procedure it was determined that counselors from schools where the population was black segregated ($\overline{X} = 29.31$) scored significantly ($p < .05$) lower on the Need scale than counselors from desegregated schools ($\overline{X} = 32.02$).

Post-high school activity. In order to assess any possible effect of post-high school plans of student body on mean total Awareness, Need and Responsibility scale scores on the CPS, the percentages of various types of post-high school activity were used to form three groups. The categorical choices on the demographic information solicited by the survey were: (1) vocational trade school, (2) four year college, (3) two year college, (4) jobs or apprenticeships, (5) armed services, and (6) other. Thes were converted to (1) academic, (2) vocational, and (3) comprehensive by selecting those original groups with seventy percent or more student activity in two- or four-year colleges for the academic groups, seventy percent or more of vocational trade and jobs and apprenticeships for the vocational group, and any combination in which no one group had more than sixty percent activity for the comprehensive group.

These three categories representing student post-high school activity were then compared on mean total scores on the Awareness, Need and Responsibility scales of the CPS. There were no statistically significant differences between groups on the three scales.

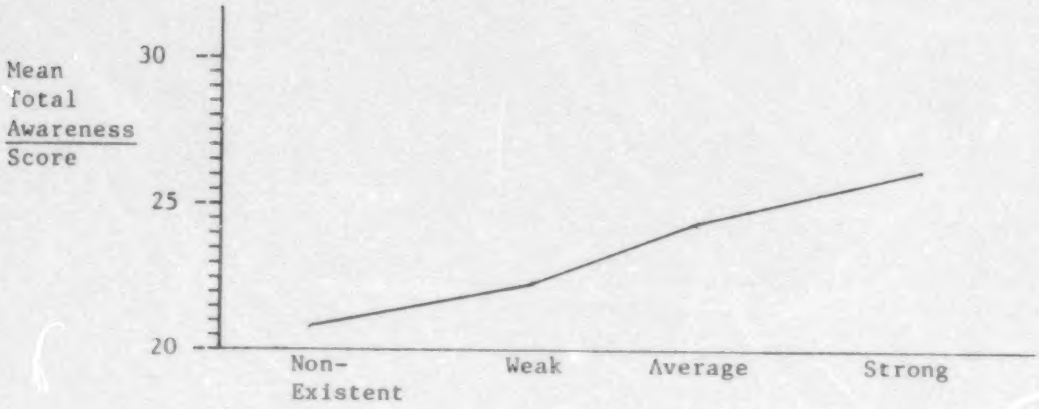
Does the strength of the vocational education program in the secondary school affect counselor perceptions regarding community linkages in career education? In order to assess any possible effect of the strength of the vocational preparation program as perceived by counselors in their schools on the mean total scores on the Awareness, Need and Responsibility scales of the CPS, a set of four categories was determined by the demographic information provided by the counselors about their programs. They were: (1) nonexistent, (2) weak, (3) average, and (4) strong. These groups were compared according to their mean total scores on the Awareness, Need and Responsibility scales of the CPS.

The analyses of variance and trend analyses revealed statistically significant differences between strength of program groups on the

Awareness, Need, and Responsibility scales as shown by Figures 4.2, 4.3, 4.4 and Tables 4.5, 4.6, and 4.7.

For the Awareness scale the mean scores increased as the vocational program grew stronger.

Figure 4.2



Strength of Vocational Program Group

Confirming Figure 4.2, Table 4.5 shows the statistical results:

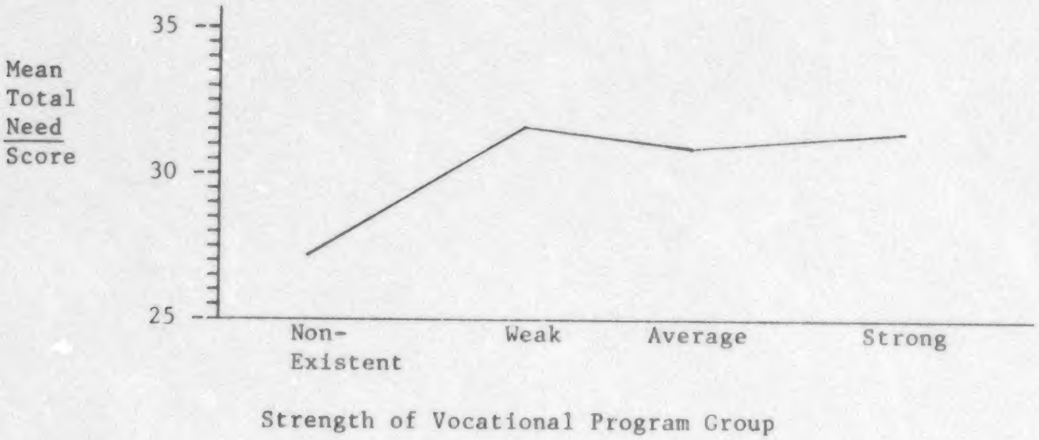
TABLE 4.5

ANOVA OF THE EFFECT OF STRENGTH OF VOCATIONAL PROGRAM ON COUNSELOR PERCEPTIONS OF AWARENESS OF COMMUNITY LINKAGES

Source of Variation	MS	DF	F	P
Between Groups	156.41	3	6.70	.00
Linear	466.53	1	19.99	.00
Deviation from Linear	1.35	2	.06	.94
Within Groups	23.34	220		

For the Need scale the mean scores had a significant nonlinear relationship.

Figure 4.3



Confirming Figure 4.3, Table 4.6 shows the statistical results:

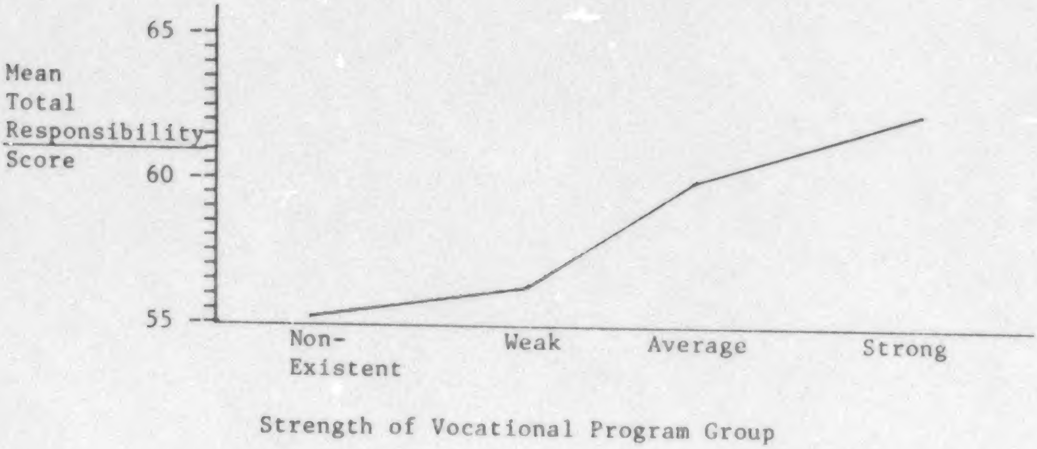
TABLE 4.6

ANOVA OF THE EFFECT OF STRENGTH OF VOCATIONAL PROGRAM ON COUNSELOR PERCEPTIONS OF RESPONSIBILITY FOR COMMUNITY LINKAGES

Source of Variation	MS	DF	F	p
Between Groups	52.89	3	4.27	.01
Linear	43.06	1	3.47	.06
Deviation from Linear	56.71	2	4.66	.01
Within Groups	12.40	209		

For the Responsibility scale the mean scores increased as the vocational program grew stronger.

Figure 4.4



Confirming Figure 4.4, Table 4.7 shows the statistical results:

TABLE 4.7

ANOVA OF THE EFFECT OF STRENGTH OF VOCATIONAL PROGRAM ON COUNSELOR PERCEPTIONS OF RESPONSIBILITY FOR COMMUNITY LINKAGES

Source of Variation	MS	DF	F	P
Between Groups	348.34	3	4.34	.01
Linear	1026.01	1	12.79	.00
Deviation from Linear	9.50	2	.12	.89
Within Groups	80.19	228		

Student Sex Variable

Student sex was reported by counselors in terms of percentage of males and females in their school. The relationship of percentage of males in a school and counselor total scores on the Awareness, Need and Responsibility scales was assessed through a Pearson correlation of these percentages with scores on each item of each scale, as well as with total scale score. Of the 40 items in the CPS, scores on seven items were found to be significantly ($p < .05$) correlated with percentage of males. The data for these items are found on Table 4.8.

TABLE 4.8

SIGNIFICANT RELATIONSHIPS BETWEEN PERCENTAGES OF STUDENT MALES AND COUNSELOR PERCEPTIONS OF COMMUNITY LINKAGES IN CAREER EDUCATION

ITEM #	ITEM SCALE	N	r	p
01	Awareness	238	-.19	.002
04	Awareness	238	-.17	.004
07	Awareness	228	.15	.01
10	Awareness	227	-.23	.001
01	Need	235	-.13	.03
06	Need	229	-.17	.01
08	Need	231	-.14	.02
All	Total Need	205	-.13	.03
02	Responsibility	238	-.19	.002
04	Responsibility	238	-.14	.02
06	Responsibility	237	-.12	.04
09	Responsibility	237	-.11	.04

Awareness and Student Sex. Of the ten Awareness items, there was a statistically significant relationship between the percentage of male students and counselor scores on four items (Items 1, 4, 7 and 10). As indicated in Table 4.8 (p. 57), of these four items, three had significant negative correlations. That is, the larger the percentage of male students, the less counselor awareness of opportunities for student exploration of occupations related to their interest, aptitudes, abilities and personality; the less awareness of opportunities to hear parents and other workers speak about their careers and occupations (self and career awareness component); and, the less awareness of ASCA efforts to sensitize counselors about the importance of constructive school-work linkages (indirect service component). The one significant positive relationship was that between the percentage of male students and awareness of the use of the vocational information computer system for post-high school plans. That is, the greater the percentage of male students, the greater the awareness (planning and placement component).

There was no statistically significant relationship between total scores on Awareness scale and percentage of males in a school.

Need and student sex. Of the ten Need items, three were found to have a statistically significant relationship with counselor scores. As indicated in Table 4.8 (p. 57), the three items (Items 1, 6 and 8) had a negative correlation. The greater the percentage of males in a school, the less need was perceived by counselors for career exploration opportunities related to student interest, aptitudes, abilities and personality (self and career awareness component); the less need for an in-school clearinghouse of opportunities which help students bridge the gap between school and work (planning and placement component); and, the less need for counselor inservice staff development to better understand the goals and objectives of community based organization involved in education effort (indirect service component).

There was a statistically significant relationship between total scores on the Need scale and percentage of males in a school. The greater the percentage of males, the less need for community linkages in career education (p. 57).

Responsibility and student sex. Of the twenty items on the Responsibility scale, four scores had a statistically significant relationship to the percentage of male students in a school (Items 2, 4, 6 and 9). As indicated in Table 4.8 (p. 57), the larger the percentage of male students, the less the counselor responsibility for arranging for student career exploration opportunities related to their interests, aptitudes, abilities and personality and for arranging for parent and other workers to speak in schools about their occupations and careers (self and career awareness component). Also the greater the percentage of males, the less counselor responsibility for conducting group guidance about career information resources in school and community and for the use of interest surveys to assist students in career decision-making (planning and placement component).

There was no statistically significant relationship between total scores on the Responsibility scale and student sex composition.

Chapter V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

Purpose

The official United States Office of Education policy lists counseling personnel as one of five populations responsible for career education efforts. It calls for counselors to serve with other educational personnel as liaisons between school and community and to also implement career education concepts within the home and family structure. Further, counselors should help students in career development and in implementation of career decisions (Hoyt, 1977). In addition, many leaders in the field of career education and counseling have expounded on the need for counselors to take leadership in coordinating career education efforts, rather than taking total responsibility. Instead, counselors should collaborate with the community in forming and utilizing linkages in career education. Recent legislation continues to call for this counselor involvement.

In spite of a decade of books, monographs, articles and research, no studies have focused on counselor perceptions about community linkages in career education/career guidance. This study was, therefore, conceived to collect, analyze and synthesize data that would document counselor perceptions of community linkages in order to determine if counselors are aware of them, feel a need for them and are forming and utilizing them within their current role.

Procedure

In order to collect needed data, a Counselor Perceptions Survey (CPS) was developed by submitting a pool of questions to a panel of experts. These experts are part of a group of leaders who have written extensively about the need for community linkages in career education which would benefit society, the youth of our country, the counseling profession and the success of the career education movement.

The CPS is a three-scale instrument designed to assess counselor perceptions of Awareness, Need and Responsibility for community linkages in career education. A four-point Likert scale is used for respondent reaction to ten questions which elicit perceptions on Awareness and Need, and to twenty questions which elicit perceptions on Responsibility. Awareness and Responsibility are measured by Never/Seldom/Sometimes/Often responses, while Need is measured by Very Unnecessary/Unnecessary/Necessary/Very Necessary responses. The questions represent necessary components of career education: (1) self and career awareness, (2) planning and placement, and (3) indirect services: staff development, information for parents, consultation with teachers and students. The CPS also contains a section on demographic information pertaining to counselors, student body and school. These data, along with the survey responses, were subjected to parametric tests in order to answer the research questions. The research questions were concerned with counselor perceptions of awareness, need and responsibility regarding community linkages in career education, and with the effect of counselor, student body and school variables upon counselor perceptions.

The CPS was mailed to 484 secondary high school members of the American School Counselor Association (ASCA). Of these, 264 were returned of which 256 were usable. Because the population of this study is limited to secondary/senior high school counselor members of ASCA, results can only be generalized to this group. The returns represented forty-nine of the fifty states; Utah was not represented. They generally reflected the numbers of ASCA members in the states. For example, New York and Pennsylvania, two of the top three states by membership were represented by eighteen surveys each, and the smallest membership states of Wyoming and Hawaii by one survey each. The returns, by region, were Northeast, 61; Southeast, 45; South Central, 26; North Central, 79; Western, 23; and Pacific Slope, 26.

The CPS data were subjected to item-scale correlation and coefficient alpha analyses in order to determine the reliability of the instrument. All but two of the item-scale correlations were significant at the .01 level of significance (see Table 3.1, Appendix C). The two exceptions were Items 7 and 10 of the Awareness scale. These concerned awareness of the use of the vocational information computer system as a means of helping students in post-high school planning, and awareness of ASCA's efforts to sensitize counselors to the importance of school-work linkages. All three scales were significantly related to the others at the .05 level of significance or better (see page 42). The alpha correlation coefficients for the Awareness, Need, and Responsibility scales were .74, .79 and .88 respectively.

Results

To evaluate the effect of the independent counselor, school and student body variables on counselor perceptions on Awareness, Need and Responsibility scales, as shown by the responses to the CPS, various parametric tests were used to compare mean scores. The various analyses resulted in the following findings:

1. Counselors scored significantly lower than the chance mean scale score of 25 on perceptions of awareness of community linkages in career education (See page 45).

2. Counselors scored significantly higher than the chance mean scale score on perceptions of need for community linkages in career education (See page 45).

3. Counselors scored significantly higher than the chance mean scale score on perceptions of responsibility for community linkages in career education (See page 46).

4. There was no statistically significant difference between perceptions of female and male counselors as measured by the total scale scores on the Awareness, Need and Responsibility scales of the CPS. Within each scale, however, there was a statistically significant difference for two Awareness items (Items 7, 9), three Need items (Items 2 4, 6,) and two Responsibility items (Items 1, 13). (See Table 4.3, page 47).

5. There were no statistically significant differences between the mean scale scores on the Awareness, Need and Responsibility scales for the five counselor age groups.

6. There were no statistically significant differences between the mean scale scores on the Awareness, Need and Responsibility scales for the six geographical category groups.

7. There were no statistically significant differences between the counselor mean scale scores on the Need and Responsibility scales for the three school setting groups of rural, urban and suburban.

8. There was a statistically significant difference between the counselor mean scale scores on the Awareness scale for the three school setting groups of rural, urban and suburban (See page 49).

9. There were no statistically significant differences between mean scale scores on Awareness, Need and Responsibility scales for the five groups representing years of training as a counselor.

10. There were no statistically significant differences between mean scale scores on the Awareness and Responsibility scales for the five SES groups or three racial composition groups.

11. There was a statistically significant linear trend in the mean scale scores on the Need scale for the five SES groups (See page 51).

12. There were statistically significant differences between mean total scores on the Need scale for the three racial composition groups (See page 52).

13. There were no statistically significant differences between mean total scores on the Awareness, Need and Responsibility scales for the three post-high school activity groups.

14. There was a statistically significant linear trend in the mean scale scores on the Awareness, and Responsibility scales and a significant nonlinear trend in the mean scale scores on the Need scale for the four strength of vocational program groups (See pp. 54-56).

15. There were no statistically significant relationships between mean scale scores on the Awareness or Responsibility scales and the percentage of male students in a school.

16. There was a statistically significant relationship (Table 4.8) between the mean scale score on the Need scale and the percentage of male students in a school (See page 57).

Discussion

The purpose of this study was to collect, analyze and synthesize data which would document the perceptions of selected secondary school members of ASCA specifically grades 9, 10, 11 and 12, regarding community linkages in career education. A secondary purpose was to determine what counselors are doing related to forming and utilizing linkages in career education/career guidance.

The results of this study are discussed within the context of three major research questions: As measured by their perceptions are counselors aware of existing linkages with the community in support of career education?; secondly, do counselors feel that community linkages are needed for career education?; and thirdly, are counselors taking responsibility for forming and utilizing community linkages in career education?

Findings for these major questions are discussed and related to previous studies and to hypotheses raised by leaders in the field as reviewed by the literature. Following this, findings are discussed within the context of other research questions, relating counselor, student and school variables to responses on the CPS. As before, they are related to previous studies and to hypotheses as presented in the review of the literature.

Are Counselors Aware?

Overall, the "picture" on awareness was indicative of a lack of awareness of linkages with the community in support of career education.

The most positive results within the Awareness scale relate to the career education component of self and career awareness, that is, there is some community involvement relating to opportunities for career exploration within the realm of students' interests, aptitudes, ability and personality. Counselors are aware of in-school collaboration with representatives of business and industry, and with presentations by parents and other workers who come to schools to speak to students about occupations and careers. But additional efforts are required related to awareness of participation of representatives of labor unions in school career days.

In terms of planning and placement, awareness is lacking related to developing an in-school clearinghouse for community activities which help students in the school-to-work transition. A non-significant item was awareness of the use of a vocational information computer system in post high school planning.

What does this lack of awareness mean? It confirms to a degree the point made by Hoyt (1978) that counselors work in conditions of isolation. It relates to the possibility that either counselors are reticent about involvement with labor union representatives, or labor looks upon school administrators as management and do not take initiative to become involved. Due to today's poor economic conditions, labor may also fear that youth could threaten their job security (Shulman, 1977).

This may affect the prevalence of community activities for career exploration and therefore counselor awareness of their existence. If counselors are not yet aware of existing community linkages which help students bridge the gap between school and work, they cannot develop the needed in-school clearinghouse for these activities. In addition, lack of awareness for staff development related to goals and objectives of community based organizations has been corraborated by this study. Unfortunately, this staff development is not always counselor controlled. Administrators _must_ become interested (Hohenshil, 1974).

Do Counselors Feel a Need?

Counselors feel, without a doubt, that there is a need for community linkages in career education. Any difference on the issue of need is merely a difference in degree of need. Counselors see a strong need for all activities except involvement of labor union representatives in school career days. Nevertheless, the need was indicated.

Counselors indicate a high degree of need for student career exploration related to interests, aptitudes, ability and personality. Other very high need activities relate to in-school visits by representatives of business, industry and parents. How interesting that counselors do not exhibit as strong a need for labor union representatives to help students bridge the gap between school and work through participation in career days, for a clearinghouse of community activities or for staff development to learn about goals and objectives of community based organizations involved in career education. They do not feel as strong a need for these activities for which they indicate lack of awareness.

As discussed in the preceding section, there appears to be a reticence in relationships with labor unions and in staff development that would involve the counselor in direct collaboration with community organizations. This could be improved if community members who desire collaboration would make it clear that they are not trying to supplant counselors as agents of change but rather to assist them in this role (Hoyt, 1982).

Are Counselors Responsible?

Are counselors forming and utilizing community linkages in career education? Have they taken added responsibility within their current roles? Counselors have indicated through their responses that much of what they perceive as their responsibility represents the formation and utilization of community linkages in career education. On sixteen of twenty Responsibility activities, counselors performed better than average. Three activities indicated perceptions of responsibility which were lower than average; these were related to activities for which counselors were found to lack awareness. These activities were the maintenance of a card-file of community personnel willing to open their worksites as a resource for field trips, shadowing and other exploratory activities for students, and responsibility for conducting in-service for parents to increase their understanding of career decision-making. The third dealt with counselors sitting on community or government based advisory councils. Why were counselors less responsible for these activities?

As previously noted, if one is not aware of linkages, one does not have to take responsibility for card-files. Also, inviting parents into the school to take part in in-service career decision-making is a very new concept. It is most encouraging that some counselors do, in fact, do this, for involving the home and family structure in career education is necessary for collaboration through community linkages (Hoyt, 1978). Hohenshil's (1974) study placed the blame on counselors or their administrators for nonparticipation on advisory councils. The years have brought some improvement, although activity is still at a minimum.

Positive results on the Responsibility scale gave credence that counselors form and utilize community linkages in career education. The activities for which counselors indicated better than average involvement and had also been responded to in other scales were: arranging for community agency in-school job and career information meetings and arranging for parents and other workers to speak on their occupations and careers.

Additional career education activities for which counselors indicated a greater degree of responsibility were:

For the self and career awareness component, counselors conduct student assessment of interests, aptitudes, ability and personality and arrange for students to participate in programs conducted by community organizations and agencies.

Related to planning and placement, counselors develop or present career guidance activities such as values clarification and decision-making, use interest surveys to assist students in career decision-making and meet with juniors and seniors at least once a year on an individual basis for career planning. They also use information considered important by the business/industry/labor community when counseling students about the technique of job-finding in the community. In addition, counselors conduct or help conduct studies on post-high school plans of graduating seniors and follow-up studies of former graduates.

For the indirect services component, counselors assume a leadership role in communicating career information to other school staff, and help teachers focus on careers by providing guidance activities related to curriculum. An activity for which counselors are very responsible is conducting or helping to conduct financial aid workshops for students and parents, using community resources.

Careful review of these significant items confirm that current counselor responsibilities encompass a broad area of formation and utilization of community linkages within all career guidance components. Counselors must be involved if they are arranging for students' participation in programs conducted by community organizations and agencies; and if they use information considered important by the business/industry/labor community to counsel students about job and careers and to provide students with information about the technique of job-finding in the community. Further, if counselors conduct follow-up of former graduates, they must interface with community, business, and industrial representatives. Even the usually labeled "college" activity of conducting financial aid workshops for students and parents involves community resources, such as bank representatives and local college and trade school financial aid officers. Students who need financial aid require it for any form of post-high school training, not just college.

The preceding activities, along with those mentioned previously as showing better than average perceptions of Awareness and Responsibility and high degree of Need, describe a new counselor emerging for the 80's or one who is utilizing community linkages for guidance, but perhaps not labeling it as such (Herr, 1980). The fact that four experts in the field agree on the importance of the activities included in the CPS lends credibility to these counselor perceptions. Just as Awareness might be indicative of current role, Responsibility is definitely a reflection of current role. The added dimension, that counselors feel a need for activities related to community linkages in career education, show receptivity for role expansion. Furthermore, activities repeated in the Responsibility scale which appeared in Awareness and Need scales serve as an indication of counselor consistency. In addition, counselors who assume a leadership role in communicating career information to other school staff and help teachers focus on careers by providing guidance activities related to curriculum are performing a very important career education function known as "infusion" (Hoyt, 1977).

Effect of Counselor Variables on Perceptions: Sex

When measuring the effect of counselor sex on their perceptions, as evaluated by the CPS, there were not many items found to have such an influence. Female ratings on awareness of use of a vocational information computer system and on parents' participation in school based programs to enhance their understanding of career decision-making were higher than those of male counselors. Yet male counselors felt more of a need for parents and other workers to speak to students about their occupations and careers, and for the maintenance of the school as a clearinghouse for community activities to help students bridge the gap between school and work. Finally, females appear to use standardized measures of interests, aptitudes, abilities and personality to a greater extent than male counselors. Yet, sex did not have an effect on total Awareness, Need and Responsibility scale scores. The researcher feels that the previous individual significant items were therefore not strong enough to affect the total scale or to cause one to think of counselors as "sexist" in their community linkage perceptions.

Effect of Counselor Variables on Perceptions: Age and Period of Training

Because of the lack of statistical significance when the analyses of variance were computed for age, or the related effect of the period of time during which the counselors were trained, no decisions could be made. It was interesting to note, however, that no counselors selected "before 1950" as a category for years of training. Other interesting demographic data deserves mention:

The counselors responding were trained during 1950-59 (17), 1960-69 (84), and 1970-79 (117) and 1980-82 (17). Ages of these counselors are 51-60 (46), 41-50 (69), 31-40 (92) and 21-30 (18). This is probably due to the recent decrease in selection of counseling as a specialty due to declining enrollment and budget cutbacks of a nonmandated service. These statistics do attest to an influx of counselor training in the early 1960s as the result of the National Defense Education Act (NDEA).

If age or years of training cause no effect, then one might state, that the Sputnik era counselor, trained out of fear and with the financial support of the NDEA (Hohenshil, 1974; Pinson, 1979) to direct students to college has been changing to accommodate to new times. This would support Evans' and Herr's (1978) view that counselors tend to incorporate new educational trends into their role and Marland's (1974) feeling that the best counselors were doing both occupational and college counseling. Perhaps most counselors are now doing both, and removing the cloak of the "academic" counselor, contradicting the vocational education view of a counselor not interested in making career development a priority (Hohenshil, 1980). On the other hand, the lack of effect could likewise confirm no change in direction.

Effect of School Variables: Geographical Setting, School Setting, and Strength of Vocational Program

Where a counselor works, geographically, did not create significant differences between groups on perception of Need for community linkages. To confirm the nonsignificant findings one can point to Wood's (1976) study in New Jersey which found that geographical location did not form a basis for career guidance priorities. Yet, the current study found the school setting, whether rural, suburban or urban, does differentiate perceptions of Awareness with those in suburban and urban settings performing above those in rural settings. The suburban group represented more respondents (102), than the rural (71) and the urban (51) group. However, responses of the rural and urban groups were found to be significantly different. This is not surprising, for in rural areas it is difficult to establish community linkages because of the distance of urban industrial centers.

Finally, the strength of the vocational preparation programs differentiated between counselor perceptions on all three scales of the CPS. The greatest difference was between counselors from schools with no vocational program and those with weak, average or strong programs. In addition, the stronger the program, the greater the counselor scores on the Awareness, and Responsibility scales. This contradicts Leone (1981), who found that attendance at an area vocational-technical high school did not enhance a student's career development, and that gifted and academic students scored higher on career planning, decision-making and occupational awareness. Perhaps this student population takes good advantage of the availability of stronger vocational programs and guidance within comprehensive high schools!

Both Schreiner (1972) and Kriner (1976) found no significant differences in perceptions between counselors in vocational schools and counselors in comprehensive schools regarding appropriate guidance role and tasks. Any significant difference in performance was due to specialty role of the counselor in a vocational setting. This would confirm the difference as being one influenced by type of program rather than role difference.

Effect of Student Body Variables on Perceptions: SES, Race, Post-High School Plans and Sex

Student body variables had somewhat of an effect on counselor perceptions of Awareness, Need and Responsibility for community linkages in career education. SES and race had an effect on counselor need of community linkages in career education. The lower the SES, the higher the need for linkages. However, there was also more of a need for linkages when student population was desegregated. This latter finding is surprising in view of the pressures brought about by youth unemployment in urban centers. In these urban centers with high numbers of black youth, many efforts take place on the part of local business and industry on behalf of school-work linkages for minority youth.

However, results indicated differences in counselor Need perceptions based on racial composition. Counselors from black segregated schools saw less of a need for linkages than counselors from desegregated schools. The group of counselors from desegregated schools may be involved in a broader variety of student post-high school plans. Or perhaps due to the existence of many special programs, the black segregated schools do not need more linkages.

Student body post-high school plans did not affect counselor perceptions of Awareness, Need or Responsibility for community linkages in career education. The absence of these differences among the category groups can be used to support all that has been previously offered to support the theory that the "academic counselor" is adapting to a broader role which includes vocational guidance.

The effect of sexual composition of student body was measured by comparing the percentage of male students in a school to counselor responses on the CPS. The results showed some significant relationships. As difficult as it is to accept sexist findings in these times of attempts to minimize sexist behavior, it must be pointed out that there were nine items out of forty which indicated significant negative relationships between counselor perceptions and the percentage of male students. The only activity which showed a positive relationship was that the more male students in a school the greater the awareness of vocational information computer systems as post-high school planning aids. Yet it must be recalled that this is one of the items that had a nonsignificant correlation with the rest of the Awareness scale items.

It is very difficult to accept that given a larger percent of male students there is any less awareness, need or responsibility for anything that benefits students. Yet this study has found that this is, indeed, related to less awareness of opportunities for student occupational exploration or less opportunity for parents and other workers to speak to students about their occupations and careers. In the current analysis correlating the percentage of male students to need for community linkages, their presence inhibits perceptions of need for career exploration opportunities and the related maintenance of a clearinghouse for community career exploration opportunities. It would appear to indicate that the more males, the more students are kept in school for activities. This would also explain why there is less need expressed for staff development opportunities by counselors to learn more about community linkages when there are larger numbers of male students in a school.

One other counselor awareness activity, negatively correlated with the percentage of male students, is awareness of ASCA's efforts to sensitize counselors about school-work linkages. It should be noted that this item was not significantly correlated with the total scale in the results of the reliability study which raises questions about its credence.

The only encouraging note in all of these comparisons is the lack of significant relationship between the total Awareness scale and percentage of males in a school. Yet the total Need scale did yield a significant negative correlation when compared to percentage of male students in a school. The more male students, the less need was expressed by counselors regarding community linkages.

Although the total Responsibility scale scores were not affected by the percentage of male students in a school, the individual Responsibility item correlations did include some negative relationships, pointing to less counselor responsibility for forming and utilizing community linkages when there is a higher percentage of male students in a school. Again, activities affected were exploratory opportunities and presentation by parents and other workers about their occupations and careers. In addition, counselors are less likely to offer group guidance about career information resources in the school and community and to use interest surveys to assist students in career decision-making.

It is important to recall previous findings such as Patton's (1972) which concluded that female students, more than males, perceive a higher overall quality of services from counselors. The current findings would indicate that some females perceive better service because they are indeed given better service. Yet, Fitzgerald (1973) found that need for improved services were not related to student's sex, and Ricadela (1981) found that sex of counselor had no influence on counselor attitudes.

It is comforting to note that the existence of highly significant relationships in correlational studies do not necessarily indicate the strength of these relationships!

Conclusions

Although much remains to be done, this study has given counselors a chance to document that while they are more aware of some community linkages than others, they nevertheless see a strong need for these linkages, regardless of their sex, age or period of training. Also shown is that their current role is one in which they are responsible for forming and utilizing community linkages for the benefit of all of their students although some Need variations are caused by SES, sex, and ethnic background. There must be improvement of perceptions of Need related to SES, sex and race. Counselors must become cognizant of different attitudes based on student characteristics, and work to correct these.

It is concluded that:

1. Counselors have not taken sufficient steps to interface outside of the school with the business/labor/industry community, and

have been reticent about inviting representatives of labor into the school setting to participate in career days (Finding 1).

2. Counselors are not greatly familiar with the work of community based organizations. They have indicated lack of responsibility for maintaining an in-school clearinghouse of community resources which can help students bridge the gap between school and work or in maintaining a card-file of community personnel willing to open worksites as a resource for field trips, shadowing and other career exploration activities of students (Findings 1, 3).

3. Counselors lack sufficient knowledge about the use of vocational information computer systems as a tool for counseling students and parents to improve career decision-making (Findings 1, 3).

4. Counselor perceptions of awareness of community linkages in career education are affected by school setting, especially the rural setting (Finding 8).

5. Counselor perceptions of need for community linkages are affected by socioeconomic status of students, with less need expressed for the higher income groups (Finding 10).

6. Counselor perceptions of need for community linkages in career education are influenced by student racial composition, with less need expressed for the black segregated groups and more need for the desegregated groups (Finding 12).

7. Counselor perceptions of need for community linkages in career education are influenced by sexual composition of student body, the more male students in a school, the less the need (Finding 16).

8. Counselor perceptions of community linkages in career education are influenced by the strength of the vocational preparation program in their schools (Finding 14).

Recommendations

1. Counselors should make an added effort to interface with the business/labor/industry community and to invite representatives of labor unions into their schools to participate in career days. This will make it easier to develop more opportunities in the community for shadowing and other career exploration activities.

2. Counselors should urge their administrators or career education coordinators to offer staff development to increase their understanding of goals and objectives of community based organizations involved in career education efforts. This will make available added resources for forming linkages with the community, and will provide information needed for an in-school clearinghouse of activities.

3. Counselors should use their increased knowledge of community resources to conduct or help conduct staff in-service to inform staff of relevant career guidance efforts, and thereby benefit other educators as well.

4. Counselors should urge their administrators to provide them with training on the use of vocational information computer systems as an aid in the career counseling of students and parents. If necessary, they should approach suppliers about the possibility of loaning equipment, and write necessary proposals in order to bring computers into the schools.

5. Counselors should communicate with local and state career education coordinators in order to advise them of their interest in serving on career education advisory councils.

6. Counselors in rural settings should use simulation techniques in order to offer their students opportunities for career exploration

activities. This may involve bringing equipment and workers into the school in a collaborative effort. Counselors themselves need more experience when in the rural setting in order to become more aware of linkages in career education. Perhaps they should form consortiums with other schools aimed at this activity.

7. Counselors should make equal efforts related to community linkages for all socioeconomic classes of students. All students, should become productive members of society either immediately after high school or after post-high school education. It is imperative that they all be exposed to the world of work, regardless of family earnings.

8. Counselors should perceive equal need for community linkages in career education for all racial combinations. Need is not less of a priority because a school is all black or all white. This may require special human relations training and counselors must seek this out through their administrators.

9. Counselors must also be involved in sex equity staff development in order to overcome any existing bias against male students which limits their perception of need for community linkages in career education.

10. Counselors in schools with weak vocational programs must take added steps to become more aware of community linkages in career education. This will, hopefully, have an effect on their perceptions of need for linkages, and an influence on their feelings of responsibility for forming and utilizing these linkages. As a result, it may promote the strengthening of the vocational program in their schools. Counselors must be proactive in endeavors to improve the status of vocational

education where the need exists in order to better serve the entire student populations in their schools.

11. Counselor educators should utilize the findings of this study when planning counselor preparation programs. This will insure that counselors-in-training will be exposed to the areas found to be weak by this study.

12. ASCA should continue its efforts to sensitize counselors to the importance of constructive school-work linkages.

13. ASCA should continue its efforts to educate counselors of the benefits and capabilities of computer systems as an aid in career guidance and counseling.

14. ASCA, under the leadership of its president, 1983-84, should develop a model for counselor role in utilization of community linkages in career education and should conduct the necessary staff development in order to influence its acceptance by counselors.

Recommendations for Further Research

1. Research should be conducted to determine counselor perceptions of community linkages in career education in elementary, middle, and junior high schools in order to determine the attitudes of counselors at all levels of education.

2. Schools with strong vocational programs should be used to conduct counselor research in order to discover what counselors are doing in those settings which makes them more perceptive and active in community linkages in career education. These strengths should be communicated to other counselors as an incentive for emulation.

3. Research should be conducted using the CPS with a sample of counselors who do not belong to ASCA in order to determine any differences between the populations.

Implications

It is submitted that counselors have made a change in direction from the counselor who was seen as only involved in academic endeavors at the "expense" of vocational guidance and career education to one who is incorporating both academic and vocational guidance into an expanded role. Counselors are slowly emerging from a position formerly seen as isolationary to one which interfaces, although at different levels, with the business/industry/labor community, community agencies and the home/family structure in order to implement career education concepts.

If one views "awareness" as a "current practice" in community linkages, and "need" as "ideal practice", counselors indicate receptivity to improvement. Given the proper direction and motivation, counselors could make linkages in career education happen.

This researcher would like to offer possible reasons for some results of this study, based on many years as a practicing high school counselor as well as in other secondary levels of education:

1. Just as labor has reservations about letting youth into their worksites, it is the researcher's belief that it is the counselors' current lack of job security in these days of budget cutbacks which has created counselor reservations. As a counselor, one understands the protectiveness with which counselors surround their role. Counselors are usually a nonmandated service, and among the first to go when budgets are reduced, or when enrollment drops. Counselors must be convinced that they will not be replaced by community volunteers, or

even by computer technicians, as has recently happened in California (Huntington Beach Update, 1982).

2. Counselors are often left out of staff development related to community linkages. The researcher's knowledge of national collaborative efforts with organizations and associations interested in partnerships with education grew out of involvement in a state advisory council. Somehow, a national meeting held in Bethesda, Maryland in 1980, to develop "master plans" of collaboration, did not include many "regular" counselors (PA Department of Education, 1980). It did involve state coordinators for career education, local coordinators and career counselors, but the information was not transmitted to the grass roots "regular" counselor.

3. Many counselors avoid duties defined as clerical. Perhaps they view the maintenance of a card-file of career exploration sites as such an activity. It is the belief of the researcher that counselors informally maintain these card-files, but do so on a personal basis. Or perhaps, in large comprehensive high schools or in vocational-technical schools, this activity is turned over to other school personnel such as vocational coordinators. Perhaps this situation would also improve if more knowledge of community linkages became available through staff development opportunities.

4. Serving on a community or government based career advisory council is usually not in the counselor's control. Counselors who are state leaders in professional associations are usually the ones selected for state participation. Local advisory councils are not too prevalent except those related to vocational programs. Again, the researcher is encouraged by the results of the research indicating some activity.

5. Finally, implications of sexist behavior related to the percentage of male students in a school is a most serious matter. The fact that the Need scale yielded significantly negative correlations between percentage of male students and need for community linkages in career education needs further investigation. Are male students too involved in other activities, such as sports, which limit their time for career exploration activities? Or are they already involved in their own part-time jobs after school hours? Are counselors reflecting lack of need due to other factors not elicited by this study?

Need for a Model

The researcher wholeheartedly agrees with Holcomb and O'Toole (1982) who suggest that to motivate counselors one needs to provide them with "methods that emphasize attitudinal change" and are "based on a natural expansion of the counselor's role". Counselors do possess the "knowledge and skills to implement a program that will deal with the problem of attitude change and serve as a solid basis for career education programming." (p. 16)

The researcher agrees that a model needs to be developed to motivate counselors, to give them the incentive needed to overcome remaining weak areas and to enhance the strong ones.

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Appendix A

Letters of Transmittal

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY

Star Route Box 540
Bunnell, Florida 32010
(904) 673-3180

October 19, 1982

Ms. Hilda B. Minkoff
700 Camberley Road
Glenside, PA 19038

Dear Hilda:

I have your note of October 4 along with the draft chapters that you enclosed. Having now had a chance to read that material, I am now in a position to give you a brief reply.

First, let me say that I think it is an extremely timely and appropriate occasion to assess the extent to which counselors see themselves as key persons in increasing the interactions of community organizations with education systems. As you indicate both in your introductory chapter and in your literature review, persons other than actual school counselors - like myself - have, for years, been writing about what they think school counselors should be doing in career education and in career guidance. It is certainly way past time that we should listen carefully to practicing counselors themselves.

Second, I think your research questions should include one that asks what differences in counselor perception on this topic exist between counselors who have resided for a relatively long period of time in the community versus those who have lived in a community for a relatively short period of time. I have a feeling this may be one of your more significant variables.

Third, while I think your review of the literature is good, it is surely incomplete for those of us who lived through the years you describe. For example: (1) One of the reasons put forward in 1951-52 for formation of ASCA was that, since the school counselor's role extended beyond "vocational guidance," it was inappropriate for school counselors to have to depend on NVGA for their APGA Divisional "home" - this caused more than a few counselors to act as though "vocational guidance" was none of their concern and has contributed some to today's problems in this area; and (2) Passage of the NDEA, with its legislated demands that counselors "identify the intellectually able, encourage such students to enroll in courses required for college admission and to actually enter college" placed responsibilities on many NDEA prepared counselors - as well as the neophyte counselor educators who sprang out of the woodwork to "train" them - that precluded any kind of deep involvement in career guidance. This is where, for example, some of the beginnings of the "sensitivity training" cults can be found. I could go on and on, but will quit - I think the point is made.

Finally, let me say how sorry I am that you will not be holding your January meeting in Daytona Beach. Perhaps you could still find some way to stop here on your way down or back. If you can, I think I can get you a nice place to stay as a personal guest of President Jack Hunt of this University. President Hunt has a beautiful home on the beach equipped to house several distinguished University visitors at one time. Let me know if you can do this and I will make arrangements. In the meantime, best wishes on your dissertation - and on your ASCA responsibilities. I hope it all works out for you in a way that is not too distracting.

Sincerely,

Kenneth B. Hoyt, Ph.D.
Distinguished Visiting Scholar

KBH:gb

HILDA B. MINKOFF, M.Ed.
Counseling and Guidance
700 Camberley Road, Glenside, Pa. 19038 - 215/887-1733

September 9, 1982

Dr. Kenneth B. Hoyt
Distinguished Visiting Professor
Embry-Riddle Aeronautical Univerdity
Daytona Beach, Florida 32015

Dear Dr. Hoyt:

I hope you are enjoying you new adventure. I am sorry I was not able to reach you prior to your departure from the Department of Education. I did want you to know how much I appreciated your help on July 7th, as well as our long ride and conversation en route to the APGA Ground Breaking Ceremony.

I am enclosing a copy of the pool of questions from which I need your expert help in selecting the most crucial activities necessary for effective career guidance and counseling involving the use of community linkages. I am also enclosing an abstract of my research proposal. Would you please rate each question from 1 to 3, with 1 representing the most valuable, 2 valuable, and 3 least valuable?

I would be most appreciative if you would return these to me by September 30th.

I thank you for your prompt attention, and promise to share the result of this piece of research inspired by you and Ed Herr at the Cereer Education Institute for Guidance Leadership at Penn State in July, 1980.

Sincerely,

Hilda B. Minkoff

Enclosures

HILDA B. MINKOFF, M.Ed.
Counseling and Guidance

700 Camberley Road, Glenside, Pa. 19038 - 215/887-1733

September 9, 1982

Dr. Edwin Herr, Professor and Head
Division of Counseling and
Educational Psychology
The Pennsylvania State University
327 Cedar Building
University Park, PA 16802

Dear Ed:

I hope you are well. It was so nice seeing you at the APGA Board of Directors meeting, although your popularity made it impossible for me to monopolize some of your time. From what I observed and heard, that will be the future pattern, but perhaps I will find a way!

I am enclosing a copy of the pool of questions from which I need your expert help in selecting the most crucial activities necessary for effective career guidance and counseling involving the use of community linkages. I am also enclosing an abstract of my research proposal. Would you help me by rating each question from 1 to 3, with 1 representing the most valuable, 2 valuable, and 3 least valuable?

I would be most appreciative if you would return these to me by September 30th.

I thank you for your prompt attention, and promise to send you the results of this research, inspired by you and Ken Hoyt at the Career Education Institute for Guidance Leadership at Penn State, July, 1980.

I am looking forward to our meeting in Houston, and will be arriving a few hours later than planned, from California.

Sincerely,

Hilda

Hilda B. Minkoff

Hilda — should be an interesting study. Good luck!
E

Enclosures

HILDA B. MINKOFF, M.Ed.
Counseling and Guidance
700 Camberley Road, Glenside, Pa. 19038 - 215/887-1733

September 9, 1982

Dr. Harry N. Drier
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Dr. Drier:

Thank you so much for sending me your recent monograph, Community Collaboration for Improving Career Guidance Programs. I have read it through and it has given me some added insights in the field of my research. I feel meeting you at the APGA Board of Directors meeting was a stroke of good fortune. One is not always lucky enough to personally meet one of the authorities referred to in her dissertation research proposal. I truly feel honored that you agreed to act as one of my experts.

I am enclosing a copy of the pool of questions from which I need your help in selecting the most crucial activities needed for effective career guidance and counseling involving the use of community linkages. I am also enclosing an abstract of my research proposal.

Would you please rate each question from 1 to 3, with 1 representing the most valuable, 2 valuable, and 3 the least valuable? I would be most appreciative if you would return these to me by September 30th.

Thank you for your prompt attention. I'll be sure to let you know the results of my research as soon as I have it completed. I also look forward to seeing you again in the near future.

Sincerely,

Hilda B. Minkoff

Enclosures

HILDA B. MINKOFF, M.Ed.
Counseling and Guidance
700 Camberley Road, Glenside, Pa. 19038 - 215/887-1733

September 9, 1982

Dr. Frank Burtnett, APGA
Associate Executive for Professional
Development Programs
2 Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

Dear Frank:

I hope you have had a fine vacation. As things have a way of happening, I was not ready before this to submit to you the pool of questions from which I need you help in selecting the ones most crucial to effective career guidance and counseling involving the use of community linkages.

I am enclosing a copy of the pool of questions as well as an abstract of my research proposal. Would you please rate each question 1, 2, or 3, with 1 being the most valuable, a 2 valuable and 3, the least valuable.

I would be most appreciative if you would return these to me by 9/30/82. I have asked Karen Nolan to order my labels by September 15th and would also like your help in assuring that the computer selection consists of a random, stratified sample of ASCA secondary high school counselor members, proportionate to each state's membership within the continental United States. Could I be given the actual state totals in this category on the day they are selected so that I have the figures for my procedures?

Thank you for your help, Frank. I am fortunate to be able to draw upon your expertise.

Sincerely,

Hilda B. Minkoff

c.c. Karen Nolan

ABSTRACT

AN ANALYSIS AND SYNTHESIS OF THE PERCEPTIONS OF SELECTED SECONDARY SCHOOL COUNSELOR MEMBERS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION REGARDING COMMUNITY LINKAGES IN CAREER EDUCATION

The study will survey high school counselor members of the American School Counselor Association to determine awareness of existing community linkages in support of career education, their agreement as to the need for these linkages, and the degree to which counselors are taking part in collaborative efforts related to community linkages in career education. Background information will be used to determine whether geographical region affects the existence of linkages and whether age, sex and recency of training of counselor affect counselor perceptions. Student body variables such as socio-economic status, race, sex, high school course of study will be related to counselor perceptions as will the strength of the vocational program offered in the schools employing the surveyed counselors.

A survey instrument prepared with the help of experts will be submitted to a national random stratified sample of high school counselor members of the American School Counselor Association. The answers will be subjected to the appropriate parametric or nonparametric test.

The results of the study will be unique in that they will be based on counselor perceptions about a topic which has been generally dealt with by related studies directed at everyone but counselors -- that is, labor, industry, administrators, teachers, parents and students. They will be utilized to determine the need for counselor role expansion and as a motivator for this purpose.

Appendix B

COUNSELOR PERCEPTIONS SURVEY

In column A please indicate the *awareness* you have of the following activities taking place in your school.

In column B please indicate the *need* for these activities in your school.

A. AWARENESS					**B. NEED**			
Never	Seldom	Sometimes	Often		Very Unnecessary	Unnecessary	Necessary	Very Necessary
---	---	---	---	1. Students in my school are provided opportunities to explore occupations related to their interests, aptitudes, abilities and personality.	---	---	---	---
---	---	---	---	2. Students in my school take part in field trips to worksites in the surrounding community.	---	---	---	---
---	---	---	---	3. Representatives of business and industry come to my school to assist in vocational guidance and counseling functions.	---	---	---	---
---	---	---	---	4. Parents and other workers speak to students in my school about their occupations and careers.	---	---	---	---
---	---	---	---	5. Representatives of labor unions help students in my school bridge the gap between school and work by participating in school career days.	---	---	---	---
---	---	---	---	6. Our school has a clearinghouse for community activities which help students bridge the gap between school and work.	---	---	---	---
---	---	---	---	7. The vocational information computer system in my school helps students in post-high school career planning and training needs.	---	---	---	---
---	---	---	---	8. Counselors in my school have been given in-service staff development to understand goals and objectives of community based organizations involved in career education efforts.	---	---	---	---
---	---	---	---	9. Parents of the students in my school participate in school-based programs to enhance their understanding of career decision-making.	---	---	---	---
---	---	---	---	10. The American School Counselor Association helps to sensitize counselors to the importance of constructive school-work linkages.	---	---	---	---

C. RESPONSIBILITY

In Column C please indicate the degree to which counselors in your school are *responsible* for the following activities.

Never	Seldom	Sometimes	Often	
---	---	---	---	1. Counselors in my school conduct student assessment of interests, aptitudes, abilities and personality.
---	---	---	---	2. Counselors arrange for opportunities for students to explore occupations related to their interests, aptitudes, abilities and personality.
---	---	---	---	3. Counselors arrange for community agencies to conduct job and career information meetings in my school.
---	---	---	---	4. Counselors arrange for parents and other workers to speak to students in my school about their occupations and careers.
---	---	---	---	5. Counselors arrange for students to participate in programs conducted by community organizations and agencies.
---	---	---	---	6. Counselors conduct group guidance about career information resources in school and community.
---	---	---	---	7. Counselors maintain a card-file of community personnel willing to open their worksites as a resource for field trips, shadowing and other exploration activities for students.
---	---	---	---	8. Counselors are involved in development or presentation of career guidance activities such as values clarification and decision-making.
---	---	---	---	9. Counselors use interest surveys to assist students in career decision making.

--- --- --- --- 10. Counselors meet with juniors and seniors at least once a year on an individual basis for career planning.

--- --- --- --- 11. Counselors use information considered important by the business/industry/labor community when counseling students about jobs and careers.

--- --- --- --- 12. Counselors provide students with information about the technique of job-finding in the community.

--- --- --- --- 13. Counselors conduct or help conduct studies on post-high school plans of graduating seniors.

--- --- --- --- 14. Counselors conduct or help conduct follow-up studies on former graduates.

--- --- --- --- 15. Counselors conduct or help conduct staff in-service to inform staff of relevant career guidance efforts.

--- --- --- --- 16. Counselors assume a leadership role in communicating career information to other school staff.

--- --- --- --- 17. Counselors help classroom teachers focus on careers by providing guidance activities related to curriculum.

--- --- --- --- 18. Counselors conduct or help conduct in-service for parents to enhance their understanding of career decision-making.

--- --- --- --- 19. Counselors conduct or help conduct financial aid workshops for students and parents, using community resources.

--- --- --- --- 20. Counselors sit on community or government based advisory councils.

DEMOGRAPHIC INFORMATION

Please answer the following questions in order to provide background information important to this research:

1. My sex is A. male B. female

2. My age falls within the range
   A. 21-30 B. 31-40 C. 41-50 D. 51-60 E. 60+

3. My school is located in the state of ______________________ in an area classified as
   A. rural B. urban C. suburban

4. I was trained as a counselor during the years
   A. Before 1950 B. 1950-59 C. 1960-69 D. 1970-79 E. 1980-82

5. The socioeconomic class of the majority of students in my school is
   A. lower B. lower middle C. middle D. upper middle E. upper

6. The ethnic background of the students in my school is approximately
   White ______ % Black ______ % Hispanic ______ % Oriental ______ %
   Native American ______ % Other ______ % (Total 100%)

7. The sexual breakdown in my school is approximately
   Male ______ % Female ______ % (Total 100%)

8. The vocational preparation program in my school is
   A. weak B. average C. strong D. not existent

9. The post-high school activity of the students in my school is approximately
   A. vocational trade school ______ % B. 4 year college ______ %
   C. 2 year college ______ % D. jobs or apprenticeships ______ %
   E. armed services ______ % F. other ______ % (Total 100%)

Hilda B. Minkoff
700 Camberley Road
Glenside, Pennsylvania 190

Appendix C

Table 3.1(a)

RELIABILITY ANALYSIS FOR AWARENESS SCALE - 195 CASES

Item	Corrected Item - Total Correlation	Alpha if Item Deleted
AW01	.45	.7[illegible]
AW02	.51	.70
AW03	.56	.70
AW04	.48	.71
AW05	.45	.71
AW06	.49	.70
AW07	.17	.77
AW08	.50	.70
AW09	.43	.71
AW10	.16	.75

Table 3.1(b)

RELIABILITY ANALYSIS FOR NEED SCALE - 195 CASES

Item	Corrected Item - Total Correlation	Alpha if Item Deleted
NEED01	.46	.78
NEED02	.47	.78
NEED03	.52	.77
NEED04	.55	.77
NEED05	.45	.78
NEED06	.56	.76
NEED07	.32	.80
NEED08	.57	.76
NEED09	.39	.79
NEED10	.45	.78

Table 3.1(c)

RELIABILITY ANALYSIS FOR RESPONSIBILITY SCALE - 195 CASES

Item	Corrected Item - Total Correlation	Alpha if Item Deleted
RES01	.49	.88
RES02	.48	.88
RES03	.55	.87
RES04	.55	.87
RES05	.57	.87
RES06	.52	.88
RES07	.48	.88
RES08	.44	.88
RES09	.43	.88
RES10	.42	.88
RES11	.54	.88
RES12	.55	.87
RES13	.44	.88
RES14	.38	.88
RES15	.64	.87
RES16	.59	.87
RES17	.54	.87
RES18	.54	.87
RES19	.34	.88
RES20	.37	.88

Appendix C

Table 4.1
COMPARISONS OF MEANS TO CHANCE MEANS

A. AWARENESS					COUNSELOR PERCEPTIONS SURVEY	B. NEED				
N	$\bar{X}$	SD	t	p		N	$\bar{X}$	SD	t	p
254	3.37	.63	21.96	.001	1. Students in my school are provided opportunities to explore occupations related to their interests, aptitudes, abilities and personality.	250	3.61	.58	30.20	.001
253	2.51	.71	.32	N.S.	2. Students in my school take part in field trips to worksites in the surrounding community.	248	3.14	.54	18.64	.001
254	2.77	.77	5.51	.001	3. Representatives of business an industry come to my school to assist in vocational guidance and counseling functions.	250	3.23	.53	21.67	.001
253	2.61	.78	2.29	.05	4. Parents and other workers speak to students in my school about their occupations and careers.	250	3.18	.49	21.68	.001
252	1.71	.88	-14.17	.001	5. Representatives of labor unions help students in my school bridge the gap between school and work by participating in school career days.	249	2.67	.68	3.86	.001
250	2.08	1.06	-6.22	.001	6. Our school has a clearinghouse for community activities which help students bridge the gap between school and work.	243	2.89	.65	9.36	.001
244	2.34	1.31	-1.86	N.S.	7. The vocational information computer system in my school helps students in post-high school career planning and training needs.	240	3.20	.75	14.34	.001
250	2.18	1.02	-5.00	.001	8. Counselors in my school have been given in-service staff development to understand goals and objectives of community based organizations involved in career education efforts.	245	3.07	.66	13.54	.001

N.S. = Non Significant

COUNSELOR PERCEPTIONS SURVEY

A. AWARENESS						B. NEED				
N	$\bar{X}$	SD	t	p		N	$\bar{X}$	SD	t	p
251	2.00	.87	-9.07	.001	9. Parents of the students in my school participate in school-based programs to enhance their understanding of career decision-making.	247	3.00	.55	14.31	.001
243	2.88	.81	7.25	.001	10. The American School Counselor Association helps to sensitize counselors to the importance of constructive school-work linkages.	236	3.09	.51	18.00	.001
227	24.26	4.98	-2.22	.05	TOTAL AWARENESS TOTAL NEED	218	31.03	3.57	24.85	.001

Appendix C

Table 4.2

C. RESPONSIBILITY

N	$\bar{X}$	SD	t	p	
253	3.45	.66	22.92	.001	1. Counselors in my school conduct student assessment of interests, aptitudes, abilities and personality.
254	3.28	.73	17.13	.001	2. Counselors arrange for opportunities for students to explore occupations related to their interests, aptitudes, abilities and personality.
252	2.73	.86	4.18	.001	3. Counselors arrange for community agencies to conduct job and career information meetings in my school.
253	2.70	.83	3.75	.001	4. Counselors arrange for parents and other workers to speak to students in my school about their occupations and careers.
254	2.88	.85	7.16	.001	5. Counselors arrange for students to participate in programs conducted by community organizations and agencies.
252	3.09	.88	10.58	.001	6. Counselors conduct group guidance about career information resources in school and community.
251	2.36	1.05	-2.18	.05	7. Counselors maintain a card-file of community personnel willing to open their worksites as a resourse for field trips, shadowing and other exploration activities for students.
251	3.06	.86	10.32	.001	8. Counselors are involved in development or presentation of career guidance activities such as values clarification and decision-making.
252	3.37	.81	16.94	.001	9. Counselors use interest surveys to assist students in career decision-making.
252	3.71	.65	29.41	.001	10. Counselors meet with juniors and seniors at least once a year on an individual basis for career planning.
251	3.41	.68	21.07	.001	11. Counselors use information considered important by the business/industry/labor community when counseling students about jobs and careers.

NS = Non Significant

C. RESPONSIBILITY

N	$\bar{X}$	SD	t	p	
251	3.24	.76	15.25	.001	12. Counselors provide students with information about the technique of job-finding in the community.
252	3.35	.87	15.55	.001	13. Counselors conduct or help conduct studies on post-high school plans of graduating seniors.
252	2.94	1.02	6.92	.001	14. Counselors conduct or help conduct follow-up studies on former graduates.
251	2.46	.94	-.64	N.S.	15. Counselors conduct or help conduct staff in-service to inform staff of relevant career guidance efforts.
251	2.95	.82	8.74	.001	16. Counselors assume a leadership role in communicating career information to other school staff.
251	2.82	.88	5.75	.001	17. Counselors help classroom teachers focus on careers by providing guidance activities related to curriculum.
251	2.06	.91	-7.66	.001	18. Counselors conduct or help conduct in-service for parents to enhance their understanding of career decision-making.
252	3.53	.72	22.75	.001	19. Counselors conduct or help conduct financial aid workshops for students and parents, using community resources.
250	2.32	1.00	-2.86	.01	20. Counselors sit on community or government based advisory councils.
237	59.69	9.18	16.23	.001	TOTAL RESPONSIBILITY

N.S. = Non Significant

Appendix D

GEOGRAPHICAL REGIONS ACCORDING TO DEWEY (1979)

NE - Northeast (New England and Mid Atlantic)

Maine
New Hampshire
Vermont
Massachussetts
Rhode Island
Connecticut
New York
Pennsylvania
New Jersey

SE - Southeast (South Atlantic States)

Delaware
Maryland
District of Columbia
West Virginia
Virginia
North Carolina
South Carolina
Georgia
Florida

NC - North Central

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri

SC - South Central (Gulf Coast)

Alabama
Mississippi
Louisiana
Texas
Oklahoma
Arkansas
Tennessee
Kentucky

W - Western

Kansas
Nebraska
South Dakota
North Dakota
Montana
Wyoming
Colorado
New Mexico

Great Basin and Pacific Slope Region of U.S. (also Pacific Coast States)

Arizona
Utah
Nevada
California
Oregon
Idaho
Washington
Alaska